



# **ASQ Level 2 Certificate in Coaching Golf**

## **Qualification Specification**

**Amended Version October 2019V1.1**

**Qualification Number: 500/2519/3**

**Regulation start date: 01/09/2007**

**UKCC Endorsed 2004**

## Contents

<b>About the <i>Associated Sports Qualifications</i> .....</b>	<b>2</b>
<b>About this qualification specification .....</b>	<b>3</b>
<b>Section 1: Qualification overview .....</b>	<b>4</b>
<b>Section 2: Approved Centre Delivery .....</b>	<b>7</b>
<b>Section 3: Assessment .....</b>	<b>11</b>
<b>Section4: Delivery workforce criteria .....</b>	<b>20</b>
<b>Section5: Quality assurance .....</b>	<b>22</b>
<b>Section 6: Further information .....</b>	<b>25</b>

## **About the *Associated Sports Qualifications***

Associated Sports Qualifications (ASQ) is an Ofqual 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 Ofqual and the SQA, we are committed to ensuring high standard, cost effective quality assurance on behalf of our partners, customers and learners.

ASQ's Vision:

To provide a qualification awarding service to sport 'National Governing Bodies' or sport 'Lead Bodies' 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
- A willingness to underwrite the financial implications of their actions and forecasted uptake of the qualifications
- The capacity to deliver and assess the qualifications to the required ASQ and regulatory standards.

### ***ASQ's Mission:***

***To provide 'National Governing Bodies' for sport or 'Lead Bodies' for sport with qualifications which are relevant and fit for purpose through a quality assured and cost effective qualification awarding service.***

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## **About this qualification specification**

Welcome to the qualification specification for the ASQ Level 2 Certificate in Coaching Golf (VRQ). This qualification specification is written for ASQ Approved Centres or for those providers /organisations seeking to offer the qualification to learners. Any training provider or organisation that wishes to deliver an ASQ awarded qualification must fulfil specific requirements as set out by the ASQ\*. Training providers or organisations that satisfy these requirements are referred to as Approved Centres (or *Centres*). Only ASQ Approved Centres can offer ASQ qualifications to learners. This introductory section of the document explains what information is included within this qualification specification.

Section 1 – Qualification overview – provides a general overview of the qualification, the structure of the qualification with respects to the units included within the qualification and general information about the assessment requirements of the qualification.

Section 2 – Approved Delivery Centre – provides *Centres* with guidance and information about the delivery of the qualification. This includes guidance on the design of the learning programme that centres can offer to learners, the support that *Centres* should offer to learners, the learning resources that can provide information to learners and the facility and resource expectations of *Centres* delivering the qualification.

Section 3 – Assessment – provides the detailed assessment strategy for the qualification, including guidance for *Centres* on the methods to be used and what assessments are required to satisfy the requirements of the qualification.

Section 4 – Workforce criteria – provides *Centres* with information about the workforce requirements for the delivery and assessment of the qualification. This is focussed on the tutor / assessor roles providing appropriate information about the skills-set, qualifications and knowledge required for the roles; and, guidance on professional development (or CPD) for the roles.

Section 5 – Quality assurance – provides information and guidance to *Centres* about the quality assurance policies and procedures expected for the successful delivery of the qualification.

Section 6 – Further information – provides general information for *Centres* about the progression opportunities and professional development (or CPD) for learners.

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## Section 1: Qualification overview

<b>Qualification:</b>	ASQ Level 2 Certificate in Coaching Golf
<b>Qualification Number:</b>	500/2519/3
<b>Guided Learning Hours (GLH):</b>	34
<b>TQT</b>	130 hours (inclusive of home study, tutor contact time and assessment)
<b>Valid from:</b>	1/09/2007
<b>Pre-requisites</b>	<p>Learners must be at least 16 years of age on registration for the qualification</p> <p>Learners must have achieved the Level 1 Award in Coaching Golf (or equivalent)</p> <p>Prior recorded evidence of coaching experience as candidates may be required to demonstrate an appropriate level of playing ability.</p> <p>Candidates must attend all points of the learning programme.</p> <p>It is strongly recommended that candidates have completed a minimum of 30 hours logged coaching experience since the completion of the Level 1 certificate in Coaching Golf in order to have obtained the necessary coaching experience- although this is not a mandatory requirement.</p> <p>Approved Delivery Centres to ensure all candidates meet entry criteria</p>
<b>Period of registration</b>	<p>2 years. It is expected that candidates will complete all aspects of the assessment for the qualification and apply for certification within the 2 year registration period.</p> <p>Candidates 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</p> <p>A fee will be charged for this extension (see approved Centre Handbook for current fees)</p>
<b>Registration remit</b>	<p>This qualification specification is for candidate registrations within England, NI and Wales. A separate qualification specification exists for registrations in Scotland.</p>

There is no handicap required, however learners must be able to consistently explain, demonstrate and apply the correct technical models for the full range of applicable shots (e.g. Full-Swing, Chip, Pitch and Bunker) throughout the delivery and assessment of this qualification.

Equivalent qualifications will include previous versions of this qualification as determined by The PGA

## Qualification objective

The ASQ Level 2 Certificate in Coaching Golf is an occupationally related qualification that provides learners with an opportunity to study and be assessed in both the practical and theoretical aspects of coaching golf to developing players.

The qualification will provide learners with the knowledge and understanding of the technical models appropriate to coaching developing players on a one-to-one basis. Furthermore, the qualification will enable learners to plan, deliver and review a series of effective coaching sessions with developing players to improve their performance.

The qualification has been developed in partnership with The Professional Golfers' Association (PGA), on behalf of the UK Source Group for Golf<sup>1</sup> and is based on the *National Occupational Standards for Sports Coaching* (published in 2013 – see [www. skillsactive.com](http://www.skillsactive.com)).

As the Lead Governing Body for Golf the PGA is committed to providing coaching services to both amateur and professions players and coaches.

The successful attainment of this qualification may be used as a stepping stone to proceed to study the ASQ Level 3 Certificate in Coaching Golf.

### **\*Limits of Responsibility**

Approved Delivery Centres must ensure that candidates understand that the Level 2 qualification provides them with knowledge and skills to be able to plan, deliver, monitor and evaluate a series of coaching sessions to golfers developing their playing ability. Learners should be supported by centres to understand the limits of their responsibility and that they should only provide coaching advice and recommendations within the scope of their ability.

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

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The UK Source Group for Golf consists of representation from the governing bodies of golf within the UK and includes the Home Nations Golf Unions (both men and women), the R&A, the PGA with support from **sports coach UK**

**Figure 1: Elements of the ASQ Level 2 Certificate in Coaching Golf**



All elements are mandatory and certification is available on completion of the whole qualification.

To achieve the qualification the candidate must attend a programme of training and successfully complete all required assessment criteria.

### **Assessment overview**

Certification of the ASQ Level 2 Certificate in Coaching Golf requires that candidates demonstrate competence in all aspects of the elements with the qualification and within all areas as defined within the assessment strategy. Assessment will be via knowledge tests and assessment of their practical coaching ability.

Approved Delivery Centres will coordinate the assessment of their registered learners. Centres are able to use a range of assessment methods in accordance with the assessment strategy of the qualification – see section 3. This is a vocationally-related qualification and learners will be assessed in:

- their knowledge of coaching practice
- knowledge of technical aspects of Golf
- Practical ability to coach

There is no requirement for each learning outcome or assessment criteria to be assessed separately; this has the potential to create excessive over-assessment of the learner and also may duplicate assessment practice. Centres are encouraged to assess the qualification holistically. For example, where learners can provide evidence for a range of criteria / outcomes and indeed units, centres are encouraged to design assessments to enable this.

## Section2: Approved Centre delivery

*Note: Centres should also refer to the following resource The ASQ Approved Centre Handbook<sup>2</sup> to assist the delivery of the qualification.*

### Learning programme

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 via a flexible learning approach including a mix of face-to-face training, development tasks and can be complemented by structured online learning. The ASQ Level 2 Certificate in Coaching Golf includes appropriate emphasis on the practical aspects of the coaching role combined with the theoretical knowledge and understanding of coaching and the sport.

It is anticipated that to complete the qualification it would take an 'average' learner **130 hours** to acquire the necessary knowledge and understanding and demonstrate the associated skills. The qualification includes 'guided learning hours' or GLH; this is the estimated structured learning *i.e.* the face-to-face training, guided activities and pre-set learning opportunities (supported by learning resources where available). For the entire qualification, the GLH is **34**.

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 training opportunities delivered by appropriately skilled and qualified tutors
- **Practice opportunities** – where learners are able to 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.

There is no set approach to delivering the qualification; ASQ does not insist that centres deliver qualifications in a certain way however it can offer guidance on good practice (see below). ASQ approved centres are able to design learning programmes to meet the needs of learners balanced with the requirements of the qualification providing the resource content are submitted to ASQ for approval prior to use to ensure they meet criteria submitted and approved by regulators.

It is suggested that Centres have a tutor / assessor to learner ratio of 1:8 with a minimum ratio of 1:4. Guidance on learning programme design can be provided by the PGA; please contact the ASQ offices for details.



## Support for learners

Some learners may require additional support from a tutor/assessor or other person (e.g. a mentor or learning support practitioner) in order to achieve the requirements of the qualification. In such circumstances, (for example where candidates have additional learning needs), Approved Delivery Centres can make reasonable adjustments to the learning programme for that individual (including adjustment to assessments). Approved Delivery Centres must have an appropriate and agreed policy (with ASQ) for reasonable adjustments to assessments.

A variety of organisations provide continuing support for learners as they develop their coaching skills. The PGA, Home Nations Golf Unions, The Golf Foundation and sports coach UK provide workshops, education and resource material that can assist in the development of coaching knowledge.

### Learning resources – for guidance

#### Home Study Workbook

- The National Coaching Foundation. (1996). Coaching sessions – a guide to planning and goal-setting. Leeds: Coachwise Ltd.
- sports coach UK. (2003). The Successful Coach. Leeds: Coachwise Ltd.
- sports coach UK. (2003). How To Coach Children In Sport. Leeds: Coachwise Ltd.
- sports coach UK. (2003). Coaching Young Performers. Leeds: Coachwise Ltd.
- sports coach UK. (2002). Making Sport Fun. Leeds: Coachwise Ltd.
- sports coach UK. (2003). What Is Sports Coaching? Leeds: Coachwise Ltd.
- Davies, R.J., Bull, C.R., Roscoe, J.V., Roscoe, D.A. (2003). Physical Education and the Study of Sport. Mosby
- Schmidt, R.A. (1991). Motor Learning and Performance: From Principles to Practice. Champaign, IL: Human Kinetics
- Williams, A.M, and Hodges, N.J. (2004). Skill Acquisition in Sport – Research, Theory and Practice. Abingdon: Routledge

#### Learning to Learn

- Gilbert, W. & Trudel, P. (2006), The Coach as Reflective Practitioner, In Jones et al. (eds.) The Sports Coach as Educator. Abingdon: Routledge. pp. 113-127
- Hatton, N. & Smith, D. (1995), Reflection in Teacher Education: Towards Definition and Implementation, Teaching & Teacher Education, Vol. 11, No. 1, pp. 33 -49
- Knowles, Z., Gilbourne. D., Borrie. A. and Nevill. A. (2001) Developing the Reflective Sports Coach: a study exploring the process of reflective practice within a higher education coaching programme, Reflective Practice, Vol. 2, No. 2, pp. 185 – 207
- Moon. J. (2006) Learning Journals, A Handbook for Reflective Practice and Professional Development, Routledge, Oxon
- Schön. D, (1983) The Reflective Practitioner, Basic Books, New York
- Sports Coach UK, (2003) A Guide to Mentoring Sports Coaches, Coachwise Solutions, Leeds

#### Technical, Tactical & Physical Manual Books

- Cochran, A. & Stobbs, J. (1986) Search for the Perfect Swing. Triumph Books, Chicago
- Jacobs, J. (1972) Practical Golf Stanley Paul, London
- Pelz, D. (1999) The Short Game Bible. Aurumn Press, London
- Pelz, D. (2000) The Putting Bible. Aurumn Press, London
- R&A (2003) Rules of Golf. The Royal an Ancient Golf Club of St. Andrews and The United States Golf Association. St. Andrews
- Wiren G. (1990) USPGA Manual, PGA of America, Florida
- Wishon, T. (2006) Common sense Clubfitting – The Wishon Method, Tom Wishon Golf Technology, USA

## **Learning resources – for guidance continued**

### **Research papers**

Carnahan (2002) “Experimental study of effects of distance, slope and break on putting performance for active golfers.” In Science and golf IV: Proceedings of the World Scientific Congress of golf. Routledge.

### **Websites**

R&A (2006) Rules of Golf

<http://www.randa.org/index.cfm?action=rules.rulesub.rulespage&cfid=3752781&cftoken=13467068>

(accessed 12/07/06)

## Facilities / resources to support delivery

This guidance supports and augments the generic criteria for facilities / resources found in the Approved Delivery Centre Approval Application Pack. All sites used for the training and / or assessment of the qualification must meet the requirements of health and safety regulations and accepted safe practice in the occupational area.

ASQ Approved Centres must be able to provide a suitable environment conducive to learning for the effective delivery and assessment of the qualification *i.e.* facilities that are well ventilated, well lit, of adequate size and protected from adverse weather conditions. The table below provides an overview of the facilities / resources required to support the delivery and assessment of both the theory and practical elements of the Level 2 qualification.

Theory sessions	Practical sessions
Conference room and breakout rooms appropriate to the size of the group	Putting Green
Additional rooms as required for additional group of 8 candidates and 1 tutor	Chipping Green
Flip Chart, Pens, Post-its	Practice Bunker
Projector	Practice Ground ( <i>i.e.</i> Driving Range)
	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 a Level 1 qualification in an indoor facility. In the event of such circumstances the following criteria must be met:*

Facility	Equipment
Indoor sports centre space equivalent to the dimensions of a four court badminton hall (as defined by : Length = 33 metres Width = 18 metres	Adaptive equipment – e.g. Tri-golf or SNAG, including plastic clubs and soft balls
Conference rooms and breakout rooms appropriate to the size of the group	
Flip Chart, Pens, Post-its	
Tutor pack	

## Section 4: Assessment

### 4.1 Overview

Certification of the ASQ Level 2 Certificate in Coaching Golf requires learners to achieve all learning outcomes and assessment criteria within the qualification.

This Level 2 qualification is a vocationally-related qualification and will assess learners' knowledge and their practical coaching ability. Learners must provide sufficient evidence to satisfy all the assessment criteria and all evidence submitted by learners should be valid and authentic.

*Centres* will be responsible for coordinating assessments and selecting the appropriate methods for the requirements of qualification. Methods that may be used by Centres include (but not limited to the following):

- Written questioning
- Oral questioning
- Professional discussion
- Observation of performance
- Examination of products of work.
- Online learning

Other methods may be used by Centres in agreement with ASQ. Centres wishing to use other methods to assess their learners must contact ASQ in advance to gain approval.

### 4.2 Assessment Methodology

The assessment of observation performance of the delivery of;

- Two coaching sessions providing opportunity for candidates to demonstrate competence at the required standard provided they are performed summatively, followed by a structured 121 discussion on the observed sessions.
- Observation of the correct explanation and demonstration of two technical models of a specific golf swing or shot
- Production of recorded logbook of a series of six coaching sessions, four of which must be linked. Each session should be planned, delivered and evaluated with appropriate feedback recorded and action plans produced.

Assessor observation and findings should be recorded on a Coaching Assessment Form (template CE240) which can be provided electronically along with templates CE241/CE246 (coaching self-evaluation action plan/feedback) CE242 (explanation and demonstrations) and coaching log book and risk assessment form.

A written summative test to assess criteria that cannot be readily assessed through observation forms part of the assessment strategy. This will be achieved by using a multiple choice paper (MCQ) with a required pass mark set by ASQ of 60%.

Tutors should be aware that on completion of the final assessment feedback to students should assist their continuous personal development, or, if necessary, preparation for re-assessment. Assessment results will be marked as C (competent or NYC (Not yet competent.)) Overall results will achieve pass or fail, no grading structure will apply.

Candidates who may struggle to demonstrate competence using the above methods should be referred to the guidance for candidates with particular assessment needs (ASQ reasonable adjustment policy) and raise their concerns with their tutor/assessor.

## **Exemption.**

Whilst there are no exemption opportunities for the whole qualification, candidates may claim exemption for any previous assessments in which they were found to be competent that form part of the ASQ Level 2 Certificate in Coaching Golf qualification. This means that candidates attempting resits will only be required to resit the assessments in which they have not yet achieved competence within five years of their initial registration.

## **4.4 Reassessment Procedures**

Candidates who are unsuccessful in any aspect of assessment will be offered one further opportunity to resubmit the appropriate portion of the assessment within their two-year period of registration. Each re-assessment (i.e. the 'observed coaching' Exp/Demo, Coaching Log book and/or the 'MCQ') to be a FULL assessment against all of the required competencies previously failed. The assessment can be ran holistically as per original methodology if required providing the candidate is only assessed on the previously failed elements of the qualification.

It is the responsibility of the Approved Delivery Centre to arrange and staff re-assessment opportunities at a candidate cost to be set by that centre. ASQ will not make additional charges to the Delivery Centre for processing re-assessments.

All candidate results should be recorded electronically securely and in line with data protection requirements. (For as long as the information is required, usually a minimum of 3 years.)

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.

## **Assessment summary**

Achievement of the qualification is through:

- Attendance of workshops.
- The successful completion delivery of a minimum of two coaching sessions (both summative)
- The successful completion delivery of two explanation/demonstration for two technical models of a specific swing/shot
- The production of a recorded evaluation of the observed sessions
- The achievement of 60% or more in the MCQ assessment.
- Production of recorded logbook of a series of six coaching sessions, four of which must be linked.

## ASQ Level 2 Certificate in Coaching Golf Learning Outcomes and links to the National Occupation Standards

### Element 1 - Plan a series of coaching sessions

<b>Learning outcome</b> <i>The coach must be able to:</i>		<b>NOS</b>	<b>Assessment criteria</b> <i>The coach must be able to show that they can:</i>	<b>Indicative content</b> <i>The coach should know:</i>
<b>1</b>	Review participants' needs	D43.1 D43.2	1.1 Explain the different needs of a range of participants	<p><i>Types of participant</i> – male and female, child, youth, adult, veteran, vulnerable adults and children</p> <p><i>Ability</i> – beginner, high or medium handicapper</p> <p><i>Knowledge of participants</i> - gender, medical conditions, age, ability, experience and stage of development, needs and aspirations, learning preferences,</p> <p><i>Specific needs of participants</i> - physical, medical, disability, behavioural, emotional, social, educational, intellectual</p> <p><i>Others</i> - parents, carers, other coaches, physiotherapist, fitness professional, nutritionist, facility staff;</p> <p><i>Methods to collect information</i> – questioning (verbal/ written); discussion with participants and others</p> <p><i>Dealing with information</i> - data protection (personal details, medical history), disclosure of information and facts, referral of participants</p>
			1.2 Select and use appropriate methods to collect, review and analyse participants' needs	
			1.3 Record and communicate the information that will assist the analysis of participants' needs	
			1.4 Establish goals for the series of sessions that meet the needs and potential of the participant and the coaching environment	
			1.5 Refer participants that cannot be supported within the current coaching environment to an appropriate person or agency	
			1.6 Deal with confidential information using appropriate guidelines	
<b>2</b>	Produce plans for a series of sessions that support participants' development	D43.2 D43.3 D44.1	2.1 Use analysed information on participants to establish session goals that are consistent with personal level of competence and accepted good practice for golf	<p>of development (experience/ ability)</p> <p><i>Purpose</i> - motivate, inform, create a learning environment, encourage decision making, fun and enjoyment, to improve physical and mental ability, to develop skills/ techniques</p> <p><i>Health and safety</i> – risk assessment and prevention</p>
			2.2 Outline plans for a series of sessions to enable participant development and learning	
			2.3 Select and check the sessions are appropriate for the participants' stage of development and accepted good practice for golf	
			2.4 Plan for the use of resources to support the series of sessions	
			2.5 Plan realistic timings, sequences, volume and intensity of the sessions	
			2.6 Plan for the appropriate use of delivery modes, coaching styles and technical content to meet participants' needs	

<b>Learning outcome</b> <i>The coach must be able to:</i>		<b>NOS</b>	<b>Assessment criteria</b> <i>The coach must be able to show that they can:</i>	<b>Indicative content</b> <i>The coach should know:</i>
			2.7 Record the plan in a format that can be shared with others	
<b>3</b>	Plan for an evaluation of the series of sessions	D416.1	3.1 Explain the purpose and value of evaluation to participants and others 3.2 Select appropriate evaluation methods that can be used to monitor participants' development and learning 3.3 Prepare an evaluation schedule for the series of sessions identifying and justifying the role of others	<i>Methods</i> - questioning, discussions groups, post session/ competition analysis, self-reflection, use of appropriate and available technologies  <i>Schedule</i> - of previous sessions, timing and pace, agreed observations and outcomes, feedback opportunities and issues of confidentiality, opportunities for review

## Element 2 - Prepare the coaching environment for the delivery of coaching sessions

<b>Learning outcome</b> <i>The coach must be able to:</i>	<b>NOS</b>	<b>Assessment criteria</b> <i>The coach must be able to show that they can:</i>	<b>Indicative content</b> <i>The coach should know:</i>
<b>4</b> Establish a safe coaching environment	<b>1</b> D43.4 D44.4 C35.1 C35.2	4.1 Undertake risk assessments for the coaching sessions	<p><i>Types of hazards</i> – environment, resources, dress and equipment; behaviour of participants and others</p> <p><i>Preventative measures</i> – risk assessment; managing participants’ needs; safe activities (positioning/ spacing of players; direction of hit)</p> <p><i>Health and safety</i> – National Union or Association guidelines, organisational policies and procedures, related legislation, first aid provision, H and S legislation, guidelines for use and storage of equipment</p> <p><i>Responsibilities</i> - reporting injuries and illness, reporting faults with equipment, attendance/non attendance of participants;</p> <p><i>Modifying the session</i> - health and safety, change in venue, equipment requirements/availability, weather, participants’ needs, emergencies, new/ increased number of participants,</p> <p><i>Injury</i> – types of injuries (ball and club, wrist, shoulder, back); first-aid provision; protecting the casualty and others from further risk; providing comfort, support and reassurance; reporting procedures</p>
		4.2 Follow instructions to set up equipment safely and effectively	
		4.3 Complete safety checks to ensure that the coaching environment meets relevant health and safety standards, reporting any problems to the appropriate person	
		4.4 Explain to participants and others health and safety requirements and emergency procedures for the coaching sessions	
		4.5 Explain the procedures for dealing with injury, illness and accidents	
		4.6 Pass on suggestions to the relevant person for improving the health and safety of the coaching environment	
<b>5</b> Prepare participants for the series of coaching sessions	<b>2</b> D45.1 D45.2	5.1 Communicate with participants details of the sessional goals and planned activities	<p><i>Communication</i> - verbal and non verbal methods; listening and taking account of participants and others; tone and clarity of voice to suit the purpose, situation and participant; use of questions to check participants understanding</p> <p><i>Value and purpose of preparation</i> – safe and effective, enjoyment, motivation, set out session/participant aims, physical and mental preparation; range of appropriate activities</p>
		5.2 Check participants’ level of experience, ability and readiness to participate	
		5.3 Check the participants and others dress and equipment to ensure they are safe and appropriate for the coaching environment	
		5.4 Modify session plans to meet the needs of a range of participants	
		5.5 Use appropriate activities to prepare participants for the sessions	



### Element 3 - Deliver a series of coaching sessions to develop participants' performance

<b>Learning outcome</b> <i>The coach must be able to:</i>		<b>NOS</b>	<b>Assessment criteria</b> <i>The coach must be able to show that they can:</i>	<b>Indicative content</b> <i>The coach should know:</i>
<b>6</b>	Establish and maintain working relationships with participants and others	D44.2 C36.1 C36.2	6.1 Explain the roles and responsibilities of the coach	<p><i>Responsibilities</i> – PGA code of conduct; duty of care and health and safety of participant and others; motivation and enjoyment of participants; promote good practice; minimise risk and promote safe practice; safety checks; booking resources/facilities</p> <p><i>Protection of children and vulnerable adults</i> – PGA child and vulnerable adult policy; common signs and indicators of abuse (physical, emotional, sexual, neglect, bullying), policies and procedures of dealing with and reporting abuse; full or partial disclosure; relevant legislation</p>
			6.2 Select and use effective methods to create and maintain positive and equitable working relationships with participants and others	
			6.3 Select and use effective communication methods with participants and others that reflect the coaching environment	
			6.4 Explain organisational guidelines to protect children and vulnerable adults from abuse	
<b>7</b>	Deliver coaching sessions	D44.3 D45.1 D45.2	7.1 Provide clear ground rules for behaviour of participants in the sessions	<p><i>Ground rules</i> – establish boundaries/ parameters for behaviour; set standards; identify rules and regulations;</p> <p><i>Managing behaviour</i> – standards, ground rules, individual discussions, managing disagreements, positive reinforcement, responses to distressful and disruptive behaviour, organisational procedures for dealing with inappropriate behaviour, potential disruptions and possible injury, methods to encourage and reward (feedback, incentives) and prevent/stop inappropriate behaviour (sanctions, time outs)</p> <p><i>Involving participants</i> - adapting practice to meet participants' needs and/or resources available and/or environmental conditions; timing of interactions; stopping participants; dispersing participants; detecting, prioritising and correcting faults</p> <p><i>Communication methods</i> - verbal methods (paralanguage, questioning and, listening, responding, discussion), non-verbal methods (body language, activity cards, new technologies, use of other resources), clear instruction and technically correct demonstrations; feedback (timing, purpose, methods to be used, positive and constructive, informative)</p> <p><i>Adaptations and modifications</i> – space, equipment, rules and regulations, competition</p>
			7.2 Set standards of behaviour through personal practice	
			7.3 Provide opportunities for the active involvement of all participants throughout the series of sessions	
			7.4 Use planned delivery modes and coaching styles to meet participants' needs and session goals	
			7.5 Deliver realistic timings, sequences, volume and intensity of the sessions	
			7.6 Communicate in a way that motivates and encourages the participants	
			7.7 Encourage and reward positive behaviour in a fair and equitable manner	
			7.8 Manage inappropriate behaviour in a fair and equitable manner to meet participants needs	
			7.9 Identify alternative activities as appropriate to meet changing needs of participants and the coaching environment	
			7.10 Select and apply appropriate modifications to the coaching environment in order to minimise risks	

<b>Learning outcome</b> <i>The coach must be able to:</i>		<b>NOS</b>	<b>Assessment criteria</b> <i>The coach must be able to show that they can:</i>	<b>Indicative content</b> <i>The coach should know:</i>
<b>3</b> <b>8</b>	Develop participants' performance	D45.3	8.1 Use appropriate intervention strategies and activities to develop participants' performance	<p><i>Intervention strategies</i> – methods (verbal, video, questioning, feedback), timing (stopping the session, bringing the group around, re-start), real time (freeze framing) coaching, <i>Observation and analysis</i> – players set up from the correct positions, methods of analysis (goal/ target setting, statistics, video feedback, coach and peer review, self-reflection)</p> <p><i>Error identification and correction</i> – recognise and key errors in a golfers set up position and identify changes, focused/ directed and appropriate number of teaching/ coaching points</p> <p><i>Explanation and demonstration</i> - to improve performance, aid understanding, part of delivery process; techniques (facilitative, participant centred, show and tell, chalk and talk, use of different media and available technologies)</p> <p><i>Feedback</i> – types (KR, KP, intrinsic, extrinsic), methods (video, questioning, positive reinforcement, constructive, focused, directed)</p>
			8.2 Apply training principles and methods within sessions to develop participants' performance	
			8.3 Observe and analyse participants' performance identifying strengths and weaknesses	
			8.4 Provide technically correct explanations and demonstrations at appropriate times during the activity to meet participants needs	
			8.5 Provide and encourage constructive feedback that helps participants to reflect on progress and achievement	
<b>4</b> <b>9</b>	Conclude sessions	D45.4	9.1 Identify the purpose, value and use of concluding activities	<p><i>Methods of concluding</i> - different types, range and pace of activities, timing, active, passive, coach/participant led, inclusion of feedback opportunities</p> <p><i>Purpose</i> – safety and welfare (minimise injury, recuperate, treatment), physical and mental benefits, to motivate, reflect, review, summarise, question and answer, to reinforce development and maximise learning, to identify future areas of work, to gauge opinion and perception, to review progress/ development, re-set programme/participant goals and targets, re-establish goals, future improvements</p>
			9.2 Provide activities to effectively conclude the session summarising participants progress, achievements and development	
			9.3 Communicate relevant information regarding future sessions	
			9.4 Follow instructions to take down and store equipment safely and effectively	
			9.5 Ensure coaching environment is suitable for future use	

## Element 4 - Monitor and evaluate coaching sessions and personal practice

Learning outcome <i>The coach must be able to do:</i>		NOS	Assessment criteria <i>The coach must be able to show that they can:</i>	Indicative content <i>The coach should know:</i>
<b>10</b>	Evaluate participants' performance and the effectiveness of sessions	D416.1	10.1 Communicate the purpose and value of evaluation to participants and others	<p><i>Purpose</i> - improve self-awareness, confidence, enjoyment, empower participants to take responsibility for their progress, review participants' progress, learning and development, learning improvement compared to quick performance gain, inform future planning and delivery</p> <p><i>Monitoring of</i> - outcomes and achievement of the session goals, coaching process and levels of communication, planning, skills and technical development, level of motivation, retention</p> <p><i>Methods</i> - progression/ improvements, questioning (verbal and written), observation, participant peer review</p>
			10.2 Provide opportunities for participants and others to reflect on progress and achievement	
			10.3 Collate and use available and accurate information to evaluate the effectiveness of coaching sessions and participants' performance	
			10.4 Record, negotiate and agree any modifications to future sessions with participants and others	
<b>11</b>	Monitor personal coaching practice	D416.2	11.1 Analyse current coaching practice using feedback from participants and others	<p><i>Analysis of personal practice</i> - previous practice, feedback from others, self-reflection, questioning dialogue, delivery modes and coaching styles, management of the series of sessions, management of health and safety, injury, illness and welfare, methods of communication, coaching values and professional practice, equitable practice;</p> <p><i>Action plan</i> - interim and long term goals and targets to develop coaching practice, review opportunities, observations of other coaches practice within and across sports, mentoring/ supported practice, cyclical development process, use of new methods/ technologies/ equipment</p>
			11.2 Reflect on current coaching practice to identify and evaluate strengths and weaknesses	
			11.3 Record, implement and review progress of personal action plan to develop coaching practice	

## **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 fairly and reliably achieve the qualification. 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 following processes that centres should refer to when delivering the ASQ Coaching in Golf qualifications.

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

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 where direct claims status exist.

Where direct claims does not exists centres will require external verification of assessment to ensure claims are valid.

## Section 5: Delivery workforce criteria

Approved Centres must ensure they have the appropriate personnel 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.

### Criteria for Tutors

Note: Tutors of the ASQ Level 2 Certificate in Coaching Golf (VRQ) are able to deliver and assess the qualification.

Tutors of the ASQ Level 2 Certificate in Coaching Golf must:

- 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 Level 2 Certificate in Coaching Golf.
- Be 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 have the ability to translate this commitment into practice.
- Be able to demonstrate current technical knowledge in relation to Golf coaching theory, ball flight laws, principles and preferences
- Be a PGA qualified 'AA' Professional
- Have a positive attitude towards the development and growth of the game of Golf at all levels

Assessors of the ASQ Level 2 Certificate in Coaching Golf must:

- Have attended the relevant PGA learning programme orientation session(s), for the ASQ Level 2 Certificate 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 and working towards one of the above current 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 have the ability to translate this commitment into practice.

**Note:** It is acknowledged that, for the existing ASQ Level 2 Certificate in Coaching Golf, tutors/assessors that have extensive relevant experience (minimum 5 years) and unable to provide certificates of appropriate qualifications may continue to deliver/assess providing they are able to submit a satisfactory report from IV/EV within the last 3 years plus CPD to demonstrate competence. All new tutor/assessors joining the workforce from Jan 2016 must have proof of qualifications to prove competence.

**Note:** It is acknowledged that, for the ASQ Level 2 Certificate in Coaching Golf, the same person or two different people may fulfil the roles of tutor and assessor. Whichever option is chosen, the centre's Associated Sports Qualifications appointed External Verifier will wish to ensure that all persons providing training or assessment for the qualification meet the qualification specific criteria detailed above.

## Continuous Personal Development

It is an expectation that the workforce involved in the delivery and assessment of qualifications within *Centres* remains current and continually delivers best practice relevant to the roles. This commitment to continued good practice in the delivery 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 roles.

## Section 6: 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.

*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 *ie* 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.

Whoever (eg Centre Manager, IV or Lead IV) is responsible for the internal quality assurance within an 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 quality assurance is implemented, monitored and revised where appropriate
- clear communication of the 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.
- Support and regularly observe (to sampling strategy) to maintain standards.

## The quality assurance workforce

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.

### Criteria for Internal Verifiers

Internal Verifiers (or IVs) of the ASQ Level 2 Certificate in Coaching Golf must:

- 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 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 IVs

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*
- 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.

## Section 7: Further information

### Progression

The knowledge and skills gained from the Level 2 qualification will enable learners to plan, deliver, monitor and evaluate a series of coaching sessions to golfers developing their playing ability. Achievement of the Level 2 qualification may be used as a stepping-stone by learners to progress to the ASQ Level 3 Certificate in Coaching Golf.



### Further development of learners (CPD)

All learners undertaking this qualification should be encouraged by course tutors to actively engage in continuous personal development (or CPD) and to record their attendance at any CPD events. This record of further development can also be used to produce a personal coach action plan that logs learners' ongoing development. By participating in regular CPD opportunities, learners will ensure that after achieving the qualification, they maintain their coaching skills and knowledge to an appropriate level to allow them to assist other golf coaches in the future.

### Deployment as a Level 2 Coach

#### *Licensing for volunteers*

It should be noted by all learners that on successful completion of the ASQ Level 2 Certificate in Coaching Golf they are deemed qualified to coach within certain limits. To be deployed as golf coach, learners are additionally required to be licensed. This involves undertaking relevant Safeguarding / Child Protection training and undergoing a Criminal Records Check appropriate to their home country. This check and the safeguarding / child protection training will be a requirement for coaches seeking to obtain a Level 2 Golf Coach Licence through the PGA.

#### **PGA Assistants**

PGA Assistants should refer to PGA regulated guidelines upon successful completion of this qualification