



ASQ Level 3 Certificate in Coaching Golf (VRQ)

Qualification Specification

Ofqual Qualification Number: 601/5476/7
UKCC Endorsed 2014



EXCELLENCE IN SPORTS COACHING

Contents

About the <i>Associated Sports Qualifications</i>.....	2
About this Qualification Specification	3
Section 1: Qualification overview and unit descriptors	4
Section 2: Assessment criteria.....	6
Section 3: Centre delivery.....	11
Section 4: Assessment Strategy	14
Section 6: Quality assurance.....	19
Section 7: Further information	22

About the *Associated Sports Qualifications*

Associated Sports Qualifications (ASQ) is an Ofqual¹ 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 Partnership², ASQ provides a high quality awarding service for qualifications within the sport and leisure industry working with key industry partners. Our current member partner 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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¹ Office of Qualifications and Examinations Regulation. Ofqual is the regulator of qualifications, examinations and assessments in England

² ASQ LLP Registered in England number OC361185

About this qualification specification

Welcome to the qualification specification for the ASQ Level 3 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 ASQ*. Training providers or organisations that satisfy these requirements are referred to as Approved 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 – Assessment criteria – provides the detail associated with the elements to be assessed within the qualification.

Section 3 – Approved centre delivery – provides Approved *Centres* with guidance and information about the delivery of the qualification. This includes guidance on the design of the learning programme that Approved centres can offer to learners, the support that Approved *Centres* should offer to learners, the learning resources that can provide information to learners and the facility and resource expectations of Approved *Centres* delivering the qualification.

Section 4 – Assessment – provides the detailed assessment strategy for the qualification, including guidance for Approved *Centres* on the methods to be used and what assessments are required to satisfy the requirements of the qualification.

Section 5 – Workforce criteria – provides Approved *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 6 – Quality assurance – provides information and guidance to Approved *Centres* about the quality assurance policies and procedures expected for the successful delivery of the qualification.

Section 7 – Further information – provides general information for Approved *Centres* about the progression opportunities and professional development (or CPD) for learners.

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Section 1: Qualification overview

Qualification:	ASQ Level 3 Certificate in Coaching Golf
Qualification Accreditation Number:	601/5476/7
Total Qualification Time	350 hours are required to complete the delivery, gathering evidence and assessment components.
Guided Learning Hours (GLH):	50 hrs
Valid from:	Nov 2014
Pre-requisites	<ul style="list-style-type: none">- Learners must be at least 16 years of age on registration for the qualification³- Learners must have achieved either the ASQ Level 2 Certificate in coaching golf, Level 3 PGA Award in Coaching Golf, or Advanced certificate in golf with appropriate CPD or equivalent⁴- Prior recorded evidence of a minimum of 3 years coaching experience and playing ability at an appropriate level- A commitment to attend all specified dates.
Period of registration	- 3 years

Qualification objective

The ASQ Level 3 Certificate in Coaching Golf is a vocationally-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 and developing players on either one to one or group, long term basis. Furthermore, the qualification will enable learners to plan, lead, deliver, manage and analyse and review a series of effective coaching sessions to develop and improve golfers playing ability (as defined in the technical syllabus)

The qualification has been developed in partnership with The Professional Golfers' Association (PGA), on behalf of the UK Source Group for Golf⁵ and is based on the *National Occupational Standards for Sports Coaching* (published in 2013 – see www.skillsactive.com).

***Limits of Responsibility**

Approved Centres must ensure that candidates understand that the Level 3 qualification provides them with knowledge and skills to be able to plan, lead, deliver, manage and analyse the delivery of a series of coaching sessions to golfers, developing their playing ability on a long term basis and assisting with their ongoing personal development. Learners should be supported by Approved centres to understand the limits of their responsibility and that they should only provide coaching advice and recommendations within the scope of their ability.

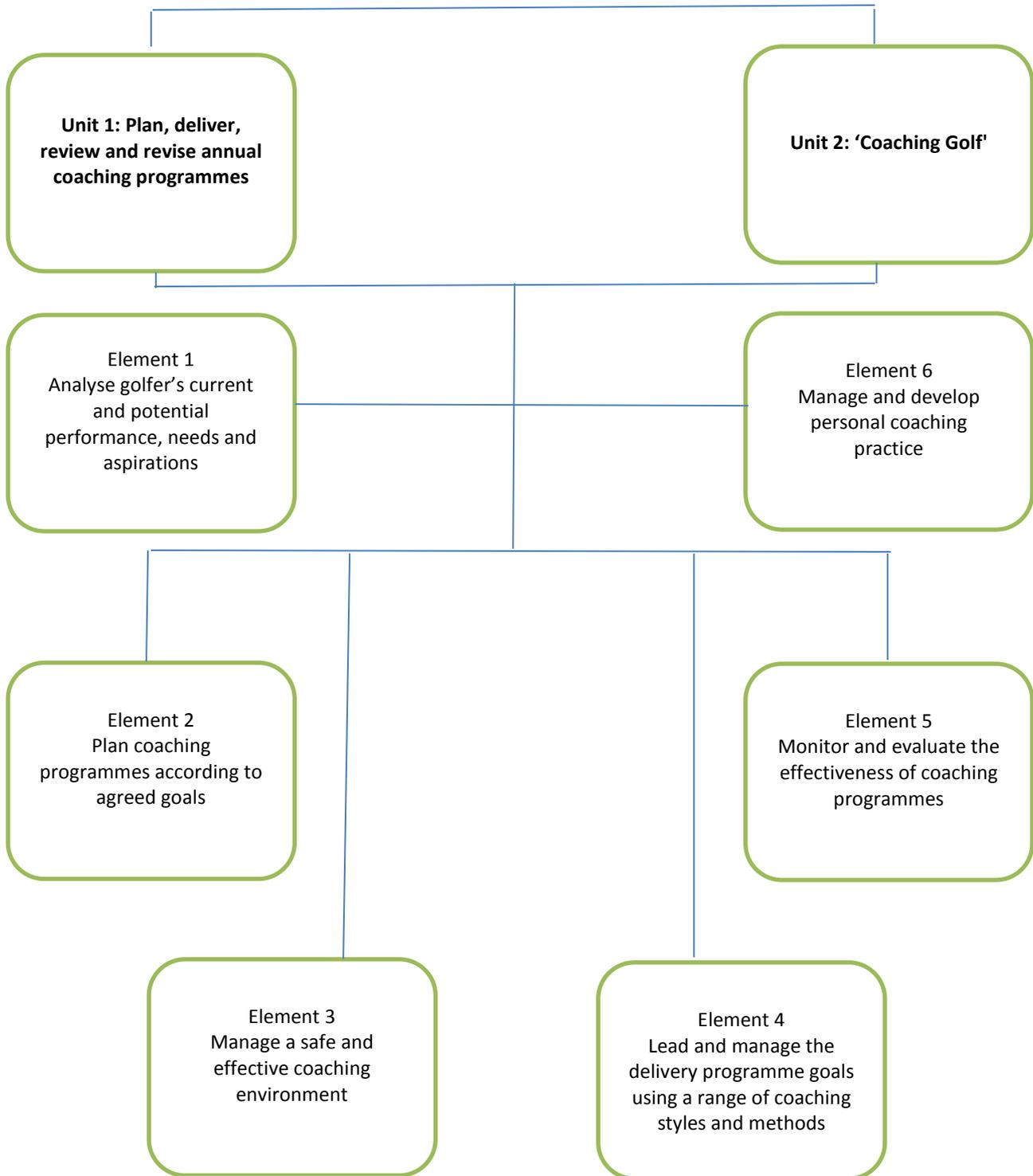
Approved Centres must also ensure that learners understand that they may need additional training, qualifications and support if coaching in specific sporting environments or circumstances that challenge the experience of the candidate, for example when working with players with a disability.

³ There is no 'Handicap' requirement. However, learners must be able to consistently explain, demonstrate, apply and adapt 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.

⁴ Equivalent qualifications will include previous versions of this qualification as determined by the PGA.

⁵ 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: Units of the ASQ Level 3 PGA Certificate in Coaching Golf



NB. To achieve maximum effectiveness and impact the qualification **must be delivered in an integrated programme holistically combining the two units through the six elements.**

All 6 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 the following assessment components.

Section 2: Assessment Criteria

Approved Centres will coordinate the assessment of their registered learners. Approved Centres are able to use a range of assessment methods in accordance with the assessment strategy of the qualification – see section 4

This is a vocationally-related qualification and learners will be assessed in:

- their practice of coaching, and
- Of their knowledge of coaching and the technical aspects of Golf.

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. Approved Centres are encouraged to assess the qualification holistically. For example, where learners can provide evidence for a range of criteria / outcomes and indeed units, approved centres are encouraged to design assessments to enable this.

Element 1 This element will enable learners to analyse golfer’s current and potential performance, needs and aspirations.

Learning outcomes Learners will:	Assessment criteria Element 1 analyse golfer’s current and potential performance, needs and aspirations. Learners can:	
1. Establish golfers’ current and potential needs and key performance factors	1.1	Collect and analyse information in order to identify golfer’s current and potential performance
	1.2	Explain the potential use of specialist support within the programme
	1.3	Explain the referral process for golfers whose needs cannot be met within the programme
	1.4	Deal with confidential information using appropriate guidelines
2. Involve golfers in analysis of performance needs and aspirations	2.1	Negotiate and agree with golfers and others a variety of methods for collecting information on current and potential performance
	2.2	Prioritise golfers performance needs using analysed information
	2.3	Agree with golfers and others ongoing review strategies.

Learning outcomes Learners will:	Assessment criteria Element 2 Plan a coaching programme according to agreed goals Learners can:	
3. Design and plan a coaching programme that supports golfers needs	3.1	Negotiate, agree and design the goals of the programme to meet golfer's needs, the coaching environment, and technical requirements of the sport and within personal level of components.
	3.2	Structure the programme in order to provide sessions that promote an support golfer's development
	3.3	Plan, outlines for each session of the programme that are progressive and consistent with accepted good practice
	3.4	Identify and use methods to retain golfers throughout the coaching programme
	3.5	Select and justify the choice of proposed delivery modes and coaching styles to promote golfers' developments and meet the overall programme goals
	3.6	Plan realistic timings, sequences, volume and intensity for all the sessions within the overall coaching programme
	3.7	Identify potential risks through the coaching programme and methods to minimise them
	3.8	Explain the adaptations required for coaching programmes to meet the needs of a range of golfers
	3.9	Prepare contingency (range of solutions) plans for all aspects of the programme
4. Plan for the use of resources to support coaching programmes	4.1	Plan for the integration of appropriate resources across the coaching programme ensuring that they are available to golfers and others as required.
	4.2	Lead, manage and allocate the human and physical resources required to support the coaching programme
5 Plan an evaluation schedule for the coaching programme	5.1	Explain the range of evaluation techniques that can be used to monitor and review the impact of the coaching programme.
	5.2	Negotiate and agree and evaluation schedule for the programme with golfers and others that takes account of changing needs and aspirations
	5.3	Explain the potential contribution of golfers and others to the evaluation schedule

Learning outcomes Learners will:	Assessment criteria Element 3 Manage a safe and effective coaching environment Learners can:		
6 Establish and maintain a safe coaching environment for golfers and others	6.1	Explain to golfers and others their contribution to maintain as safe and effective coaching environment	
	6.2	Implement planned procedures for managing risk during coaching programme in line with accepted good practice	
	6.3	Check the suitability of golfers and others dress and equipment to ensure that they are safe and appropriate for the coaching environment	
	6.4	Complete safety checks to ensure that the coaching environment meets relevant health and safety standards, reporting any problems to the appropriate person	
	6.5	Manage the safe and effective set up and taking down of equipment	
	6.6	Analyse new risks during the programme and minimise them to an acceptable level for the coaching environment	
	6.7	Communicate information related to health and safety, emergency and operating procedures with golfers and others.	
	6.8	Explain the methods to manage and minimise the range of illness that can affect golfers and others	
	6.9	Summarise the range of medical support that can be used to help with injury reduction, management and rehabilitation	
	6.10	Explain the use of guidelines, procedures and practices for reporting accidents, injuries and illness	
7 Establish and maintain supporting working relationships with the golfers and others	7.1	Manage the roles and contributions of golfers and others to ensure an equitable coaching environment	
		7.2	Select and use effective communication methods to establish supportive working relationships that are responsive to the changing needs of golfers
		7.3	Implement strategies to protect children and vulnerable adults from abuse
8. Manage golfers and others behaviour to ensure safe and effective coaching environment	8.1	Agree ground rules for behaviour with the golfers and others	
		8.2	Set appropriate standards of behaviour through own professional practice
		8.3	Select and use a variety of methods to manage and reward golfers behaviour
		8.4	Encourage golfers and others to discover personal solutions to manage disagreements, conflict and inappropriate behaviour.

Learning outcomes Learners will:	Assessment criteria Element 4 Lead and deliver programme goals using a range of coaching styles and methods. Learners can:	
9. Prepare golfers and others for the coaching programme	9.1	Communicate and confirm the programme and session goals to the golfers and others
	9.2	Assess the golfers physical and mental readiness, level of experience and ability to participate in the coaching programme
	9.3	Modify the programme in response to the changing needs of the golfers or new learning opportunities.
	9.4	Support and encourage golfers to undertake activities that are safe and effective in order to ensure physical and mental readiness
10 Lead and deliver the coaching programme	10.1	Provide opportunities for the active involvement of all golfers throughout the programme
	10.2	Use a range of methods to motivate and encourage all golfers appropriate to their level of development
	10.3	Involve golfers in personal development and performance needs using a range of communication methods and styles
	10.4	Involve golfers in the selection, application and modification of session and programme goals
	10.5	Deliver realistic timings, sequences, volume and intensity for each planned session appropriate for the golfer's level of development.
	10.6	Provide technically correct explanations and demonstrations throughout the programme to support golfers needs, development and aspirations.
11 Develop golfers performance within the coaching programme	11.1	Apply and justify a range of intervention strategies and training methods to support golfers development
	11.2	Use a range of coaching styles to promote golfers own development and decision making.
	11.3	Observe and analyse golfers' performance during the coaching programme
	11.4	Provide coaching points and techniques to address areas that require change or further development during the programme.
12 Conclude the coaching programme	12.1	Support and encourage golfers to select and undertake safe and effective activities to conclude sessions
	12.2	Manage the coaching environment to ensure it is suitable for future use
	12.3	Use a range of methods to identify, discuss and summarise golfers performance, progress and achievement in line with the programme goals

Learning outcomes Learners will:	Assessment criteria Element 5 Monitor and evaluate the effectiveness of coaching programmes. Learners can:	
13 Monitor, evaluate and refine the goals of the coaching programme	13.1	Implement the planned evaluation schedule to review the effectiveness of programme goals
	13.2	Collect and analyse accurate information from a range of sources to evaluate the effectiveness of the programme
	13.3	Negotiate, agree and record any modifications to the coaching programme with the golfers and others
	13.4	Monitor and evaluate the role of others in supporting the coaching programme and developing golfers progress and achievement
14 monitor and evaluate golfers' performance and development	14.1	Use a range of communication styles and methods to ensure that golfers and others understand the purpose and principles of evaluation
	14.2	Implement the planned evaluation schedule to review progress of golfers performance and development
	14.3	Use a range of methods to collect and analyse information from a range of sources to evaluate golfers performance and development
	14.4	Create opportunities for golfers to discuss their performance and development throughout the programme
	14.5	Negotiate and agree priorities for improvement with golfers.
15 Develop personal coaching practice	15.1	Monitor and review current coaching practice using information and feedback from golfers and others
	15.2	Analyse own coaching practice identifying strengths, weaknesses and areas for professional development
	15.3	Implement current developments across sport, reviewing the impact of new coaching practices on golfers and others
	15.4	Develop, record and implement a personal action plan in order to update current coaching practice

Section 3: Approved Centre delivery

Note: Approved Centres should also refer to the following resource The ASQ Approved Centre Handbook⁶ to assist the delivery of the qualification.

3.1 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 blended learning approach including a mix of face-to-face tutor led sessions, pre course preparation complemented by structured distance learning and personal coaching practice and assessment

The ASQ Level 3 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.

The qualification has a credit maximum value of 35. This suggests that to complete the qualification it would take an 'average' learner **350 hours** to acquire the necessary knowledge and understanding and demonstrate the associated skills. Each unit 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 50.

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 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. It is suggested that Approved Centres have a tutor / assessor to learner ration of 1:8 with a minimum ration of 1:6. Guidance on learning programme design can be provided by the PGA; please contact the ASQ offices for details.

3.2 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), Centres can make reasonable adjustments to the learning programme for that individual (including adjustment to assessments). Centres must have an appropriate and agreed policy (ASQ policy F2) 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

The following resources will assist learners in obtaining the underpinning ‘Coaching’ knowledge appropriate to the qualification:

Coaching workshops

Safeguarding and protecting children
 Equity in your coaching
 How to coach disabled people in sport
 Analysing your coaching
 A guide to mentoring sports coaches
 Inclusive coaching; disability
 Introduction to FUNdamentals of Movement
 FUNdamentals of Agility
 FUNdamentals of Balance
 FUNdamentals of Coordination
 Positive Behaviour Management in Sport
 Coaching the Young Developing Performer
 Safeguarding and Protecting Children 2 Refresher
 Coaching Children: 5-12
 Effective communication (Coaching Deaf People in Sport)
 How to deliver Engaging Sessions for Adults
 Keeping Safe in Sport: Safeguarding for Young
 Volunteers (13+)
 Multi Skills Clubs in Practice
 Multi Skills Clubs in inclusion
 What is Talent?
 A head for Talent
 Talent across the Ages
 Getting Better

Accompanying Resource (book)

safe guarding and protecting children (book)
 Equity in your coaching (book)
 How to coach disabled people in sport (book)
 Analysing your coaching (book)
 A guide to mentoring sports coaches (b)
 Inclusive coaching; disability (book)
 Introduction to FUNdamentals of Movement (book) and (DVD)
 FUNdamentals of Agility (DVD) inserted into candidates notes
 FUNdamentals of Balance (DVD) inserted into candidates printed notes
 FUNdamentals of Coordination (DVD) inserted into candidates notes
 Positive Behaviour Management in Sport (book)
 Coaching the Growing Child and Young Performer (book)
 Safeguarding and Protection Children: Reflecting on Practice (book)
 Coaching the Whole Child: Positive Development through sport (book)
 Effective communication (Coaching Deaf People in Sport) (book)
 How to deliver Engaging Sessions: Developing Adults and young people
 in sport (book)
 Keeping Safe in Sport: Safeguarding for Young Volunteers (13+) book
 None
 None
 None
 None
 None
 None
 None

3.3 Facilities / resources to support delivery

This guidance supports and augments the generic criteria for facilities / resources found in the ASQ approved 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 3 qualification.

Theory sessions	Practical sessions
Conference room for minimum of 9 (8 candidates and 1 tutor)	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)
Resource to play back individual recordings e.g. PC, laptop etc.	
	1 x Golf Hole or Academy Course
	Selection of clubs (left and right handed)
	Sufficient supply of balls

Section 4: Assessment Strategy

4.1 Overview

This Level 3 qualification is a vocationally-related qualification. Certification of the ASQ Level 3 Certificate in Coaching Golf requires learners to complete pre-course preparation, personal coaching practice and committing to attend a programme of learning/series of workshops consisting of a 2 day introduction, 4 further tuition days, 1 central assessment day and 1 assessment in their own place of work which will assess learners' knowledge and their practical coaching ability. In addition learners will Learners must provide sufficient evidence to satisfy all the assessment criteria conducted as below and all evidence submitted by learners should be valid and authentic.

4.2 Observation of a candidate coaching on two occasions, one of which will be observed within a simulated environment, the others will be conducted within candidates coaching environment over a period of time for a duration of no less than 60 minutes combined assessments throughout the course.

Production of long term coaching plan relating to the development of an identified player to include out outline plan and individual session plans

Production of a reflective coaching log book to evidence player and coach development against long term coaching plan

Explanation, demonstration and shot analysis of a range of solutions to common situations experienced on a golf course

Analysis of a video clip showing shots from players of varying ability

4.3 *Approved Centres* and their assessment sites will be responsible for coordinating the above assessments for the requirements of the qualification. Methods that may be used by Approved Centres to achieve the above assessment criteria include (but not limited to the following):

- Written questioning/on line assessment
- Oral questioning
- Professional discussion
- Observation of performance/applied practice both simulation and workplace environment
- Examination of products of work.

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

The assessment of performance should be taken in both simulated and 'real life' coaching environments, where on the first simulated instance tutors are able to offer feedback to learners on their performance prior to undertaking the final observed sessions and video analysis clip. The final observed sessions should be conducted as a controlled assessment as it is the final opportunity for candidates to demonstrate knowledge and skills at the required standard. The self-evaluation record should also be viewed as summative. However, tutors should be aware that on completion of the final assessment feedback to students should encourage and assist their continuous personal development, or, if necessary, preparation for re-assessment

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 three-year period of registration. Each re-assessment (i.e. the 'observed coaching' and/or the explanation/demonstration) to be assessed against all of the required element of the assessment criteria not yet achieved.

In terms of the reassessment (i.e. observed coaching including micro coaching sessions and video analysis session), it is permissible that these are combined for re-assessment purposes to enable a candidate to complete a 30 minute coaching session within a controlled environment in order to demonstrate their coaching competence, **however assessment should only be on the previously failed criteria.**

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

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 a further assessment attempt to achieve the required standard. Reasonable adjustments may be required and allowed as per ASQ reasonable adjustment policy.

Guidance on recording assessments.

Assessor observations and findings should be recorded on the appropriate Coaching Assessment Form and saved to each individual candidate file electronically.

Recognition of Prior Learning

Approved centres are required to develop formal, structured processes and systems to recognise circumstances where learners may have obtained other, related qualifications or experience. Recognition of Prior Learning (or RPL) is defined as 'method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning'⁷.

Using RPL is the responsibility of the learner working within the Approved *Centre's* policy and procedure. Credit will be acknowledged where appropriate and any claim for credit via the RPL method will only be accepted against a unit; (and where relevant) partial completion of a unit cannot be credited.

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* (reasonable adjustment policy)

The ASQ ensures that any specific arrangements made by approved *Centres* to accommodate learners' needs are valid and reliable and fair to other learners, and, meet the assessment requirements of the qualification. Approved *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.

Approved Centres should refer to the '*ASQ Approved Centre Handbook*', which contains the following sections that centres should refer to as appropriate:

- Section 10 Equal opportunities in relation to access to, and fairness in assessment
- Section 11 Reasonable adjustments policy and procedures
- Section 12 Special considerations policy and procedures.

Certification

When learners have achieved all the elements of the qualification and all evidence has been checked and quality assured, *Approved Centres* can contact ASQ for certification.

ASQ will validate the claim for certification from receipt of all learners successfully completing the ASQ L3 Certificate in Coaching in Golf qualification from the approved centre.

Upon receipt of these claims ASQ will confirm valid claims within specified agreed timescales (currently 2 weeks.)

ASQ will supply approved centres with a list of confirmed candidates passed along with accompanying certificates to follow either directly from ASQ or its chosen outsourced certificate provider.

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

Tutors of the ASQ Level 3 Certificate in Coaching Golf must:

- Be a PGA qualified 'AA' Professional
- Be able to demonstrate current technical knowledge in relation to Golf coaching theory, ball flight laws, principles and preferences
- Be an active and appropriately qualified coach at a level relevant to level 3
- Have excellent interpersonal skills and be able to communicate effectively with learners using a variety of mediums
- Have a positive attitude towards the development and growth of the game of Golf at all levels
- Have a relevant tutoring qualification, the minimum being the 1st 4 sport Level 3 Certificate in Tutoring in Sport or equivalent e.g. Level 3 Award in Education and Training, Level 3 Preparing to teach in the lifelong learning sector (PTLLS)
- Have attended the relevant ASQ Level 3 Certificate in Coaching Golf learning programme
- Have experience of delivering training programmes to a range of individuals or groups and providing support, guidance and mentoring to coaches.
- Meet all other additional personal criteria for PGA level tutor role (issue V2 Dec 2012)

Criteria for Assessors (PGA Coach Central Education Assessor)

Assessors of the ASQ Level 3 Certificate in Coaching Golf must:

- Be able to demonstrate all of the requirements of PGA job specification
- Hold the Level 3 Certificate in Golf Coaching (or be committed to obtaining this qualification)
- Be a PGA qualified 'AA' Professional
- Have attended an assessor training programme recognised by the ASQ e.g. the 1st4sport Level 3 Certificate in Introduction to Assessment Practice in Sport, or current/recognised equivalent eg former A1/V/D awards
- Have experience of assessment and awarding procedures
- Be familiar with the requirements in relation to conducting assessment, recording assessment decisions and maintaining candidate's records.
- Evidence of operating within a broad range of assessing contexts within a sports coaching environment

Criteria for Assessors (PGA Field based Education Assessor)

Assessors of the ASQ Level 3 Certificate in Coaching Golf must:

- Hold the Hold the 1st4sport Level 3 Certificate in Introduction to Assessment Practice in Sport, or current/recognised equivalent meet requirements of PGA Field Based Assessor job specification
- Hold a UK recognised (UKCC endorsement) Level 3 sports coaching qualification
- Be a member of the relevant coaches association (or professional body) for the sport in which the qualification is held.
- Have experience of assessment and awarding procedures

- Be familiar with the requirements in relation to conducting assessment, recording assessment decisions and maintaining candidate's records.
- Evidence of operating within a broad range of assessing contexts within a sports coaching environment

Note: It is acknowledged that, for the ASQ Level 3 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 Approved *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 *Centres* and its assessment sites. High quality learning environments, assessments and quality assurance practices within approved *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.

Approved centres should plan for the quality assurance of programmes from the earliest stage of development and implementation. Good quality assurance procedures will ensure *Approved 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 Centres must have effective quality assurance policies and procedures in place to deliver ASQ qualifications. ASQ Approved Centres are responsible for the internal quality assurance of ASQ's qualifications. ASQ will provide external quality assurance

Approved 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 (if appropriate), methods of assessment, evidence and also the records of assessments conducted within the approved centre/assessment site.

Whoever (eg IV or Lead IV) is responsible for the internal quality assurance within an approved *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 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
- all personnel involved in the assessment of the qualification are appropriately qualified and conduct their practice in accordance with the appropriate National Occupational Standards
- assessors being supported and regularly observed to maintain standards.
- Support and regularly observe (to sampling strategy) to maintain standards.

The quality assurance workforce

Internal Verifiers are an important part of the workforce within an Approved Centre and should work integral to the delivery workforce. The role of the IV is extremely important with an Approved *Centre* and they should provide guidance and support to assessors as well as ensure the quality of assessment is maintained. Where Approved *Centres* have more than one IV, it is advised that one IV adopts a 'Lead' role to provide the contact point with ASQ, and the appointed External Verifier.

Criteria for Internal Verifiers

Internal Verifiers (or IVs) of the ASQ Level 3 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 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 Approved *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 of the leaning programme*
- guidance and support to Approved *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 Approved *Centres* is valid and reliable.

Section 7: Further information

Progression

The knowledge and skills gained from the Level 3 qualification will enable learners to Plan, Lead and Deliver and analyse and revise coaching programmes to golfers developing their player ability. Achievement of the Level 3 qualification may be used as a stepping-stone by learners to progress to the PGA Level 4 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.

Licensing

It should be noted by all learners that on successful completion of the ASQ Level 3 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 3 Golf Coach Licence through the PGA.