



ASQ Level 1 Award in Coaching Golf (VRQ)

Qualification Specification V1.2 (Amended January 2020)

Qualification Number: 500/2787/6

UKCC Endorsed 2004

Contents

About the <i>Associated Sports Qualifications</i>.....	3
About this qualification specification	4
Section 1: Qualification overview	5
Section 2: Approved Centre delivery	8
Section3: Assessment.....	11
Section 4: Delivery workforce criteria	17
Section 5: Quality assurance.....	19
Section 6: Further information	22

About the *Associated Sports Qualifications*

Associated Sports Qualifications (ASQ) is an Ofqual, CEEA, Qualification Wales 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 Partnership¹, ASQ provides a high-quality awarding service for qualifications within the sport and leisure industry working with key industry partners. Our current member partners are [The Professional Golfers' Association](#) (The PGA).

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

ASQ's Vision:

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 1 Award 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 Delivery 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 Approved 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 Approved Delivery Centres on the methods to be used and what assessments are required to satisfy the requirements of the qualification.

Section 4 – Workforce criteria – provides Approved Delivery 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 Approved Delivery Centres about the quality assurance policies and procedures expected for the successful delivery of the qualification.

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

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Section 1: Qualification overview

Qualification:	ASQ Level 1 Award in Coaching Golf
Qualification Number:	500/2787/6
Total Qualification time:	60 hours
Guided Learning Hours (GLH):	16 hours
Valid from:	1 st September 2007
Prerequisites	<p>Learners must be at least 16 years of age on registration for the qualification</p> <p>Have a commitment to attend all of the agreed course dates.</p> <p>There is no handicap requirement however candidates must be able to consistently explain, demonstrate and apply the correct technical models for the full range of application shots (Full-Swing, Chip, Pitch and Bunker) throughout the deliver and assessment of this qualification.</p> <p>Approved Delivery Centres to ensure all candidates meet entry criteria</p>
Period of registration	<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. 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 A fee will be charged for this extension (see approved Centre Handbook for current fees)-</p>
Registration remit	<p>This qualification specification is for candidate registrations within England, NI and Wales. A separate qualification specification exists for registrations in Scotland.</p>
Recommended ratio for Tutor/Assessor: Candidate	<p>Max 1 tutor/Assessor: 8 candidates</p> <p>Minimum 1 tutor/assessor: 3 candidates</p>

Qualification objective

The ASQ Level 1 Award 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 groups of beginner golfers whilst under supervision.

The qualification will provide learners with the basic factual knowledge and understanding of the technical models appropriate to coaching beginner golfers; and, will enable learners to understand the role of a coach, appreciate safety aspects involved in coaching, and the preparation required for assisting the delivery of coaching sessions under the direct supervision of a more qualified coach.

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

Achievement of this qualification qualifies learners to assist as a 'Coaching Assistant role' – assisting a more qualified golf coach in the delivery of group coaching sessions to beginner golfers.

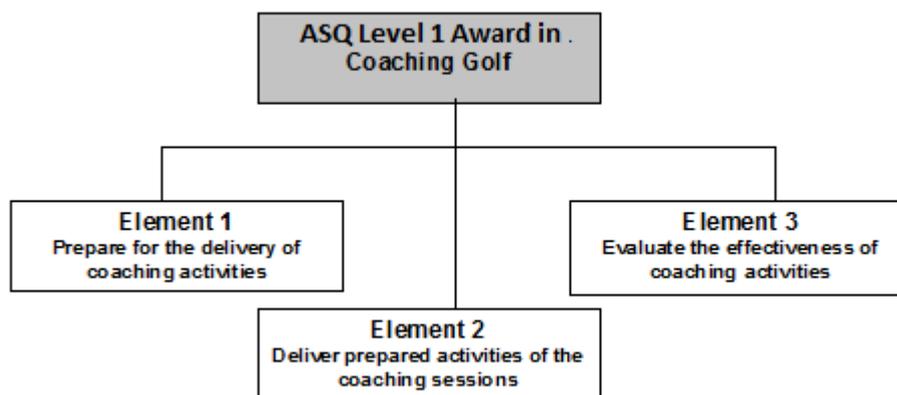
The successful attainment of this qualification may be used as a stepping stone to proceed to study the ASQ Level 2 Certificate in Coaching Golf.

Limits of Responsibility

Approved Delivery Centres must ensure that candidates understand that the Level 1 qualification provides them with knowledge and skills to be able to assist more qualified coaches, delivering aspects of coaching sessions, under the direct supervision of a more qualified Golf coach. 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.

Figure 1: Elements of the ASQ Level 1 Award in Coaching Golf



The ASQ level 1 Award in Coaching Golf is a single unit qualification structured into three elements of study that integrate practical and theoretical knowledge and understanding. To successfully achieve the ASQ Level 1 Award in Coaching Golf candidates must successfully complete and achieve all three mandatory elements.

Assessment overview

Certification of the ASQ Level 1 Award 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 4. 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.

Section 2: Approved Centre delivery

Note: Approved Delivery Centres should also refer to the following resource The ‘ASQ Approved Centre Handbook 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 holistically via a mix of face-to-face training, development tasks and can be complemented by structured online learning. The ASQ Level 1 Award 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 includes **16** guided learning hours or GLH; this is the estimated structured learning *i.e.* the face-to-face training, guided activities under supervision.

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 is submitted to ASQ for approval prior to use to ensure it meets the criteria previously submitted to regulators.

It is suggested that 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.

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). 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

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

PGA, (2017) Roles and Responsibilities of a Level 1 Coach, Leeds, Coachwise Ltd

PGA, (2017) Safe Practice in Golf Coaching, Leeds, Coachwise LTD

PGA, (2017) The Coaching Process, Leeds, Coachwise Ltd

PGA, (2017) Skill Learning for Golf Coaches, Leeds, Coachwise Ltd

PGA, (2017) Coaching Children and Young People, Leeds, Coachwise Ltd

PGA, (2017) Continuous Personal Development, Leeds, Coachwise Ltd

PGA, (2017) Technical Models, Leeds, Coachwise Ltd

PGA, (2017) Golf Rules and Etiquette, Leeds, Coachwise Ltd

PGA, (2017) Coaching Cards, Leeds, Coachwise Ltd

PGA, (2017) Coaching Log Book, Leeds, Coachwise Ltd

R&A &USGA, (2015) Rules of Golf – access at

<https://www.randa.org/TheRandA/AboutTheRandA/DownloadsAndPublications>

R&A & USGA, (2015) A quick Guide to the Rules of Golf – access at

<https://www.randa.org/TheRandA/AboutTheRandA/DownloadsAndPublications>

Facilities / resources to support delivery

This guidance supports and augments the generic criteria for facilities / resources found in the 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 1 qualification.

Theory sessions	Practical sessions
Conference room and break out rooms appropriate to the size of group	Putting Green
Flip Chart, Pens, Post-its	Practice Bunker
Projector	Practice Ground (<i>i.e.</i> Driving Range)
	Chipping Green
	Selection of clubs (left and right handed)
	Sufficient supply of balls

In exceptional circumstances (for example, geographical location, extreme weather conditions or where there are accessibility issues), a Centre may apply to the ASQ to support the delivery of 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 1 Award in Coaching Golf requires learners to achieve all the elements included within the qualification. Learners will need to satisfy all learning outcomes and assessment criteria of each element included within the qualification.

This Level 1 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 reliable, accurate, current, valid and authentic.

Approved Delivery 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.
- On line learning
- MCQ assessment

Other methods may be used by Approved Delivery 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 (minimum two, ideally four) micro 5 minute sessions within the training session should take a **formative** approach in that tutors are able to offer feedback to learners on their performance prior to undertaking the final observed **summative** session of fifteen minutes on day 2.

The final observed session 15 minute is a summative assessment as it is the only opportunity for candidates to demonstrate competence at the required standard. The self-evaluation record should also be viewed as summative. Assessor observation and findings should be recorded on a Coaching Assessment Form (template CE140) can be provided electronically along with templates CE141 (coaching self-evaluation feedback) and risk assessment.

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 encourage 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 ASQ assessments in which they were found to be competent that form part of the ASQ Level 1 Award 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.

RPL

Due to the holistic delivery requirement of this qualification there is no RPL available.

4.3 Reassessment Procedures

Candidates who are unsuccessful in any aspect of assessment (internal and/or external) 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' 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.)

Assessment summary

Achievement of the qualification is through successful attainment of:

- Successful completion of all the assessment criteria within this qualification specification via attendance of workshops.
- The observation of a formative assessment, delivery of a minimum of two micro coaching sessions. (feedback will be encouraged through group participation and given verbally)
- The Summative assessment of the delivery of one 15 minute coaching session
- The production of a recorded evaluation of the observed session
- The achievement of 60% or more in the MCQ summative assessment.

4.4 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 processes that centres should refer to when delivering the ASQ Coaching in Golf qualifications.

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

4.5 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.

3.1 Assessment Criteria Element 1			
Prepare for the delivery of coaching activities			
Learning outcome The coach must be able to:	NOS	Assessment criteria The coach must be able to show that they can:	Indicative content The coach should know:
1 Prepare for activities, taking into account participants' needs and motives	D41.1 D41.2 D15.2	1.1 Identify the roles and responsibilities of a coach	<p><i>Responsibilities of coach</i> - motivation and enjoyment of the participants, promote good practice, duty of care and welfare of participant, minimise risk and promote safe practice, identify participants' motives, improve participants' performance, booking and obtaining equipment/facility, reporting injuries and illness, attendance/non-attendance of participants</p> <p><i>Types of participant</i> – male and female, child, youth, adult, veteran, vulnerable adults and children;</p> <p><i>Ability</i> – beginner</p> <p><i>Knowledge of participants'</i> – age, gender, ability level, medical conditions, stage of development and previous experience;</p> <p><i>Specific needs of participants</i> - physical, medical, disability, behavioural, emotional, social, educational, intellectual</p> <p><i>Methods to collect information</i> - question and answer, written questions/form, discussion;</p> <p><i>Dealing with information</i> - data protection (personal details, medical history), disclosure of information and facts;</p> <p><i>Content of sessions</i> - required resources, aims and objectives, structure and content, timing and sequencing of activities, technical content, activities and practices, support required for the delivery;</p> <p><i>Balance of coaching styles</i> - coach led, participant led, individual and group work</p> <p><i>Evaluation methods</i> - question and answer dialogue, group discussion, self-reflection, use of previous evaluations, evaluation forms;</p> <p><i>Importance of evaluation</i> – for participant development, shape future development, influence the coaching activities, develop new skills and techniques</p>
		1.2 Identify the needs of a range of participants	
		1.3 Identify and collect relevant information about the participants and the selected activities	
		1.4 Deal with confidential information using appropriate guidelines	
		1.5 Identify responsibilities for arranging and delivering the activities	
		1.6 Check that the activities meet different participants' needs	
		1.7 Identify a range of coaching styles to promote learning, motivation and enjoyment	
		1.8 Identify methods to evaluate activities	
		1.9 Identify the importance of evaluation for both the coach and participants	
2 Establish a safe working environment	C21.1 C11.1 C11.2	2.1 Check with others that the planned use of the coaching environment is in line with good practice	<p><i>Health and safety</i> - dealing with injuries and illness, governing body guidelines and requirements, organisational health and safety policies and procedures, related legislation as appropriate, on or off site provision, normal operating procedures and guidelines for equipment assembly/disassembly, safe manual lifting and handling procedures, reporting faults to a responsible person, adequate and safe storage;</p> <p><i>Emergency procedures</i> - emergency exits, fire drills, assembly points</p> <p><i>Hazards</i> - heating and lighting, venue, surfaces, performance area, equipment, participants and others, dress and clothing</p>
		2.2 Check equipment used in the activity to ensure that it meets relevant health and safety standards	
		2.3 Identify potential risks within the coaching environment	
		2.4 Identify relevant information for participants and others on health, safety and emergency issues and procedures related to the coaching environment	
		2.5 Set up and lay out equipment for the activities safely and effectively	
		2.6 Report any problems with equipment to a responsible person	

3.2 Assessment Criteria Element 2			
Deliver prepared activities of the coaching session			
Learning outcome <i>The coach must be able to:</i>	NOS	Assessment criteria <i>The coach must be able to show that they can:</i>	Indicative content <i>The coach should know:</i>
3 Establish working relationships with the participants and others	D15.1 D15.2	3.1 Create and maintain positive relationships with participants and others using agreed guidelines and codes of practice	<i>Relationships</i> - open access and inclusion; participant centred; Codes of Practice; punctuality and good time-keeping; <i>Customer service</i> – meeting, greeting, politeness, helpfulness, individual appearance, maintain support and goodwill <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
		3.2 Identify the relevant organisational guidelines relating to the protection of children and vulnerable adults from abuse	
4 Prepare the participants for the coaching activities	D42.1	4.1 Explain to participants and others their roles and contribution to the activities	<i>Equipment and dress</i> - sports-specific requirements; appropriate dress and equipment for the coach, participants and others; safety, comfort and practicality; specialist dress and equipment; <i>Storing equipment</i> – use of operating instructions, health and safety, security, hygiene, storing participants' equipment safely and securely <i>Readiness for participation</i> – physical, mental, emotional; <i>Communication</i> - verbal methods (question and answer, listening and responding to questions, 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
		4.2 Check that participants and others equipment and dress are suitable for the activities	
		4.3 Check participants' readiness to participate in the activities	
		4.4 Use appropriate communication methods to check participants understanding of the planned activities	
5 Support participants behaviour	D15.1 D42.2	5.1 Identify and communicate ground rules for acceptable behaviour during the activities	<i>Organising participants within activities</i> - timing of interactions, stopping participants, dispersing participants; <i>Managing behaviour</i> - ground rules, sanctions, time outs, individual discussions, disagreements, positive reinforcement
		5.2 Encourage and reward positive behaviour	
		5.3 Identify the methods that could be used to challenge inappropriate behaviour	
6 Deliver prepared activities	D42.2 C35.1 C35.2	6.1 Use appropriate coaching styles to meet participants needs and to promote learning	<i>Safe and effective activities</i> - for starting and concluding sessions, technical activities and practices determined by the sport, time, pace and sequence <i>Timing and sequences</i> – stopping the session, bringing the group around, re-start, progressions <i>Explanation and demonstration</i> - to improve performance, aid understanding, techniques (facilitative, participant centred, show and tell, chalk and talk, use of different media and available technologies) <i>Dealing with injuries</i> - role of coach; behaviour of coach; identifying qualified assistance; offering comfort and reassurance; using correct organisational procedures; data protection and issues of confidentiality
		6.2 Ensure that all participants are actively involved in appropriate activities to develop performance	
		6.3 Use realistic timings and sequencing to deliver activities	
		6.4 Provide technically correct explanations and demonstrations at appropriate times during the activities	
		6.5 Identify procedures for dealing with minor injuries, illness and accidents in line with the health and safety guidelines	
		6.6 Deal with problems when they arise and refer those that cannot be resolved to a responsible person	
7 Conclude the activities	D42.3 C21.1 C21.3	7.1 Identify appropriate tasks to conclude the activities	<i>Methods of concluding</i> - different types, range and pace of activities, timing, active, passive, coach/participant led, inclusion of feedback opportunities <i>Purpose</i> – safety and welfare (minimise injury, recuperate, treatment), physical and mental benefits, to motivate, reflect, summarise, question and answer, to review progress/development,
		7.2 Identify and encourage opportunities for feedback appropriate for the activities and needs of the participants	
		7.3 Identify participants strengths and weaknesses	
		7.4 Follow correct procedures for taking down and storing equipment	
		7.5 Check coaching environment is suitable for future use	

3.3 Assessment Criteria Element 3			
Evaluate the effectiveness of coaching activities			
Learning outcome <i>The coach must be able to:</i>	NOS	Assessment criteria <i>The coach must be able to show that they can:</i>	Indicative content <i>The coach should know:</i>
8 Review the activities	D42.4	8.1 Encourage participants and others to contribute to the review of activities	<i>Review methods</i> - question and answer, group discussion, use of previous evaluations, use of standard forms to record information; <i>Sources to review</i> – participants, coach, others; <i>Aspects to review</i> – participants' performance, effectiveness of activities, coaching style, communication, use of equipment and facilities, preparation for activities
		8.2 Review the effectiveness of activities in relation to aims and objectives of the session	
		8.3 Identify and propose modifications for future activities	
9 Contribute to the evaluation of participants	D42.4	9.1 Identify participants' achievements and progress	Appreciate the value and purpose of lesson objectives. Directly compare candidate's progress against lesson objective(s). Keep records of comparisons. Assist candidate(s) to formulate corrective action plans.
		9.2 Identify future coaching opportunities to improve participants' performance	
10 Continuously develop personal practice	D15.3	10.1 Use feedback from a variety of sources in order to review current coaching practice	<i>Personal action plan</i> - targets and objectives; appropriate timescales for personal development; <i>Development activities</i> – support from coaches and others, observation of other coaches, acquisition of new skills and techniques, new qualifications, further training
		10.2 Record feedback identifying areas of strength and weakness in coaching practices	
		10.3 Prepare a personal action plan to develop current coaching practice	
		10.4 Review and update a personal action plan identifying the achievement of development activities	

Section 5: Delivery workforce criteria

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 1 Award in Coaching Golf (VRQ) are able to deliver and assess the qualification.

Tutors of the ASQ Level 1 Award 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 1 Award in Coaching Golf.
- 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 a PGA qualified 'AA' Professional
- Have a positive attitude towards the development and growth of the game of Golf at all levels

Criteria for Assessors

Assessors of the ASQ Level 1 Award in Coaching Golf must:

- Have attended the relevant PGA learning programme orientation session(s), for the ASQ Level 1 Award in Coaching Golf.
- Have obtained appropriate qualification e.g. level 3 Award in Assessing Vocationally Related Achievement, Level 3 Certificate in Assessing Vocational Achievement or equivalent and appropriate CPD (within 3 years) or D32/A1 or above assessor awards pre 2010 edition and appropriate CPD (within 3 years)
- Experience of assessing 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 1 Award 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 1 Award 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 Delivery *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 *i.e.* what sampling will be conducted and using what methods (observed practice and / or paper or desk-based). The plan should outline when the various quality assurance methods will be conducted, what standardisation activities are conducted and who will be involved in the internal quality assurance process. Sampling should include that of learners, range of assessors/tutors (if appropriate), methods of assessment, evidence and also the records of assessments conducted within the centre.

Whoever (e.g. Centre Manager, IV or Lead IV) is responsible for the internal quality assurance within a Approved Delivery *Centre* will need to ensure that all factors related to quality assurance are covered. This should include:

- ensuring all quality assurance policies and procedures are 'fit for purpose'
- the plan and strategy for 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 1 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 accurate internal verification records in a confidential manner.
- Must be able to use plain language which is free from bias and appropriate to the qualification.
- Strong communication skills and the ability to work alone and as a team.
- Must be committed to equal opportunities in assessment and have the ability to translate this commitment into practice and a commitment to declare any conflict of Interest situation.
- Ability to manage time, prioritise work effectively and meet key deadlines

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

Continuous Personal Development of 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 1 Award in Coaching Golf qualification will enable learners to assist more qualified coaches, delivering aspects of coaching sessions to groups of beginner golfers. Achievement of the Level 1 qualification may be used as a stepping-stone by learners to progress to the ASQ Level 2 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 develop their coaching skills and knowledge to an appropriate level to allow them to assist other golf coaches in the future.

Deployment as a Level 1 Coach – Coaching Assistant

Licensing for volunteers

It should be noted by all learners that on successful completion of the ASQ Level 1 Award in Coaching Golf they are deemed qualified to coach within certain limits. However to be deployed as coaching assistant, 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 1 Golf Coach Licence through the PGA.

PGA Assistants

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