



# **Sample Portfolio – External Quality Assurer Commentary**

**NCFE Level 1 Certificate in Sport  
QN: 601/2623/1**

## **Contents**

<b>Introduction</b>	<b>Page 2</b>
<b>External Quality Assurer commentary</b>	<b>Page 3</b>
<b>Evidence and Grading Tracker</b>	<b>Page 11</b>

## Introduction

The material in this portfolio relates to:

### Unit 02 – Sports Coaching (Y/505/8991)

This portfolio is designed to demonstrate the types of evidence that could be produced for the unit above from NCFE Level 1 Certificate in Sport.

It's designed to provide guidance on how a **Merit** and **Distinction** graded evidence could look, rather than being prescriptive.

Evidence may be submitted in a variety of forms. Where the learner has provided visual evidence (for example screen grabs, copies of research), it should be clearly annotated to give context as to why it has been included. Each piece of evidence that has been presented the assessment criterion number should be detailed at the top of the page.

External quality assurer guidance has been provided for each piece of evidence relating to an assessment criterion. The guidance comments on how the evidence meets the assessment criterion and what could be improved to obtain a higher grade. The suggestions and assessment methods are not exhaustive and Tutors are encouraged to explore other methods which will support the learner to produce the best evidence that they're capable of for the unit. For further advice on the suitability of a particular assessment method, you can refer to the relevant qualification specification or contact your NCFE External Quality Assurer.

It is strongly recommended that each unit is presented and assessed individually to allow accurate judgements about the learner's competence. This will also make it easier to award a grade for the unit. The work must then be internally moderated and made available for the External Quality Assurer. It's accepted that a piece of evidence may be presented for more than one unit. Where this is the case, the evidence must be clearly mapped to all units and assessment criteria it applies to when presented to the External Quality Assurer. This will enable them to make an accurate judgement about the learner's competence and overall unit grade.

We would encourage the use of our Evidence and Grading Tracker document which is available on the qualification page on the NCFE website; however, any method which clearly records the evidence against the assessment criteria can be used.

## **Learner evidence and External Quality Assurer commentary**

### **Unit 02 Sports Coaching (Y/505/8991)**

#### **Overview**

The portfolio is well presented with the work produced by the learner in the order of the learning outcomes and the supporting documentation at the front. This is enhanced by the fact that the Assessor and the Internal Quality Assurer have used NCFE documentation to provide feedback.

The IQA report is detailed and includes a wide range of good practice that was evident throughout the work. It correctly focuses on the performance of the Assessor. They have identified in their feedback that the Assessor has encouraged the learners to include photographs which are enhanced by the fact that the learners have annotated them to explain the reason for their inclusion as evidence. The Internal Quality Assurer has not provided any suggestions to the Assessor on how the assessment process could be improved. There were no actions included in the report however the Internal Quality Assurer has signed the documentation to confirm that actions have been addressed.

The Assessor has provided feedback against each learning outcome. Their comments tend to focus on the evidence that the learner has produced with no suggestions on how the learner could improve their work and access the higher grades. Feedback sheets are signed by the learner and they have provided some brief comments. The Assessor has included the grading grids which are good practice and they have indicated which grade the learner has achieved by ticking the box.

#### **Learner work**

The learner has been assessed using a well devised workbook that enables the learners to meet the requirements of the learning outcomes. This is supplemented by the inclusion of an assignment brief that provides information on what the learner is required to do in each section of the workbook.

**Unit 02 Sports Coaching (Y/505/8991) (cont'd)****Learning Outcome 1: Know the qualities and responsibilities of a coach delivering a sports coaching session**

**Assessment criterion 1.1** Identify the personal qualities and responsibilities of a coach

**External quality assurer commentary:**

The learner has outlined the key qualities and responsibilities of a coach, including personal qualities and they have included a variety of different skills. The Assessor has annotated on the work for more evidence to be added but it lacks clarity as to what is required from the learner, this has meant that the learner has not included sufficient information.

To achieve a Merit grade the learner should provide more examples of the personal qualities and responsibilities of a coach.

There is no Distinction grade available for this assessment criterion.

**Grade awarded for this assessment criterion - Pass**

**Assessment criterion 1.2** Outline the importance of strong communication skills

**External quality assurer commentary:**

The learner has provided a basic explanation of the importance of communication skills including the importance of effective communication. It would enhance the evidence for this learning outcome if the learner explained how good communication skills can help build a rapport with the participants.

There is no Merit or Distinction grade available for this assessment criterion.

**Grade awarded for this assessment criterion - Pass**

**Assessment criterion 1.3** Outline good coaching practice during coaching sessions

**External quality assurer commentary:**

The learner has produced a poster in which they have identified some good practice. The information is fairly brief and the awarding of the Pass grade reflects the fact that they have not always linked their information to coaching sessions. In order to meet the requirements of the higher grades the learner should include information on personal appearance and presentation and could include the importance of dress code, personal presentation, professionalism and technical knowledge as indicated in the assessment guidance.

To achieve a Merit grade learners should include more than one example and to achieve a Distinction they should include considerably more, showing some originality in their examples.

**Grade awarded for this assessment criterion - Pass**

**Assessment criterion 1.4** Identify potential risks for the selected sports coaching session

**External quality assurer commentary:**

The learner has completed a risk assessment for an indoor centre at a football club. They have identified a number of risks.

To achieve a Merit, the Assessor should indicate the level of the support the learner has been given. It would enhance the vocational relevance of the assessment if the learners were provided with and completed the actual risk assessment pro-forma for the indoor centre.

There is no Distinction grade available for this assessment criterion.

**Grade awarded for this assessment criterion - Pass**

**Assessment criterion 1.5** Explain ways in which a safeguarding policy can protect children and coaches

**External quality assurer commentary:**

The learner has provided a brief description of the ways in which a safeguarding policy will protect children and coaches.

To meet the requirements of a Merit the learner should develop their response by providing an explanation of a safeguarding policy and how it can protect children and coaches. The inclusion of the safeguarding policy for the football club would have enhanced the evidence.

There is no Distinction grade available for this assessment criterion.

**Grade awarded for this assessment criterion - Pass**

**Assessment criterion 1.6** Describe the responsibility of the coach for dealing with and reporting injury, illness or incident

**External quality assurer commentary:**

The learner has briefly described the responsibility that the coach has for dealing with injury.

There is no Merit or Distinction grade available for this assessment criterion.

**Grade awarded for this assessment criterion - Pass**

**Unit 02 Sports Coaching (Y/505/8991) (cont'd)****Learning Outcome 2: Be able to plan a sports coaching session****Assessment criterion 2.1** Identify the key components of an effective session plan**External quality assurer commentary:**

The learner has listed the key components of a coaching session. They have considered a range of relevant components.

There is no Merit or Distinction grade available for this assessment criterion.

**Grade awarded for this assessment criterion - Pass****Assessment criterion 2.2** Explain why the timing of activities is important during a sports coaching session**External quality assurer commentary:**

The learner has provided an explanation of the importance of timings during a sports coaching session. In order to achieve a Merit grade the learner should develop their information and provide an explanation of the importance of timings and how they impact upon the coaching session.

There is no Distinction grade available for this assessment criterion.

**Grade awarded for this assessment criterion - Pass****Assessment criterion 2.3** Produce a sports coaching session plan**External quality assurer commentary:**

The learner has been provided with a session plan pro-forma to complete. The completion of this document has meant that the learner has met the requirements of a Pass.

To achieve a Merit grade the learner should include the following in their coaching plan - warm up, cool down, timings, equipment required and some of the key aims and objectives for the session.

To achieve a Distinction grade learners would produce a more detailed plan that would have all the aims and objectives stated, timings would be accurate and realistic, consideration would be given to the ability of the learners and they would include a contingency plan in case of bad weather or low numbers attending.

**Grade awarded for this assessment criterion - Pass**

**Assessment criterion 2.4** Outline contingency plans for a sports coaching session**External quality assurer commentary:**

The learner has explained some contingencies rather than created a plan. A contingency plan could be devised and should be clearly linked to the organisation of the session. The Assessor needs to ensure that they are encouraging the learners to create a plan. To help the learner achieve this they could have created a pro-form for them to complete. To achieve a Merit grade the learner should provide reasons for the contingency plans that they have suggested and to achieve a Distinction their contingency plans should be realistic.

**Grade awarded for this assessment criterion – Pass**



**Unit 02 Sports Coaching (Y/505/8991) (cont'd)****Learning Outcome 3: Be able to deliver an aspect of a sports coaching session****Assessment criterion 3.1** Deliver an aspect of a correctly structured coaching session**External quality assurer commentary:**

The Assessor has provided feedback to the learner and indicated that they have communicated effectively.

**Grade awarded for this assessment criterion – Pass****Assessment criterion 3.2** Correct the following components within a sports coaching session:

- physical
- psychological
- tactical
- technical

**External quality assurer commentary:**

The learner has met the requirement of this assessment criterion with brief reference to physical, psychological, tactical and technical correction components within a sports coaching session. To achieve a Merit grade the Assessor must provide a detailed witness statement that is linked to the performance of the individual learner and provides details of how the learner has corrected physical, psychological, tactical and technical correction components within a sports coaching session.

There is no Distinction grade available for this assessment criterion.

**Grade awarded for this assessment criterion – Pass****Assessment criterion 3.3** Communicate clearly with participants**External quality assurer commentary:**

The learner has provided an explanation of the importance of summarising the session with the participants, commented on the feedback provided and confirmed authenticity by signing the assessment records. The use of photographic evidence is good practice and the annotated comments from the learners confirm the activities that have taken place.

Because this assessment criteria is a practical activity best practice would be to use an observation checklist to confirm that the activity has taken place and to provide commentary to explain how the learner has met the requirements of the learning outcomes and the grading descriptors

There is no Merit or Distinction grade available for this assessment criterion.

**Grade awarded for this assessment criterion – Pass**

## **Unit 02 Sports Coaching (Y/505/8991) (cont'd)**

### **Learning Outcome 4: Be able to evaluate a sports coaching session**

**Assessment criterion 4.1** Outline why evaluating coaching sessions is important

#### **External quality assurer commentary:**

The learner has provided a brief explanation of the importance of evaluating a coaching session and how to use feedback to improve their performance with future sessions

There is no Merit or Distinction grade available for this assessment criterion.

**Grade awarded for this assessment criterion – Pass**

**Assessment criterion 4.2** State how to make use of previous feedback and evaluations when planning future coaching sessions

#### **External quality assurer commentary:**

The Assessor has provided some detailed feedback to enable the learner to evaluate their session including areas of good practice and how they can improve their coaching sessions. The learner should use this feedback to support their evaluation.

There is no Merit or Distinction grade available for this assessment criterion.

**Grade awarded for this assessment criterion – Pass**

**Assessment criterion 4.3** Identify how to use feedback from colleagues to improve coaching practice

#### **External quality assurer commentary:**

The learner has provided a basic description of how feedback can be used to improve future coaching sessions. To improve the response the learner could have used the feedback from the Assessor to support their evaluation.

There is no Merit or Distinction grade available for this assessment criterion.

**Grade awarded for this assessment criterion – Pass**

**Assessment criterion 4.4** Outline methods of improving future coaching practice

**External quality assurer commentary:**

The learner has provided some suggestions on how to improve the coaching session in the future.

There is no Merit or Distinction grade available for this assessment criterion.

**Grade awarded for this assessment criterion – Pass**

## Evidence and Grading Tracker

### Unit 02 Sports Coaching (Y/505/8991)

A breakdown of the grades awarded for each assessment criterion within unit 02 is shown below in this example of our completed Evidence and Grading Tracker, which is available on the qualifications page of our website.

A **Pass** grade can be awarded for the unit as a whole.

The learner is entitled to one opportunity to resubmit work for the unit to obtain a higher grade.

Assessment Criteria	Not Yet Achieved	Pass	Merit	Distinction	Evidence (including portfolio page number and type)
1.1 Identify the personal qualities and responsibilities of a coach		x		No Distinction grade for this AC	Workbook – Page 8 and 9
1.2 Outline the importance of strong communication skills		x	No Merit grade for this AC	No Distinction grade for this AC	Workbook – Page 9
1.3 Outline good coaching practice during coaching sessions		x			Poster – Page 29
1.4 Identify potential risks for the selected sports coaching session		x		No Distinction grade for this AC	Workbook – Page 11
1.5 Explain ways in which a safeguarding policy can protect children and coaches		x		No Distinction grade for this AC	Workbook – Page 12
1.6 Describe the responsibility of the coach for dealing with and reporting injury, illness or incident		x	No Merit grade for this AC	No Distinction grade for this AC	Workbook – Page 13
2.1 Identify the key components of an effective session plan		x	No Merit grade for this AC	No Distinction grade for this AC	Workbook – Page 14
2.2 Explain why the timing of activities is important during a		x		No Distinction grade for this AC	Workbook – Page 14

<b>sports coaching session</b>					
<b>2.3 Produce a sports coaching session plan</b>		x			Session plan – Page 31
<b>2.4 Outline contingency plans for a sports coaching session</b>		x			Workbook – Page 15
<b>3.1 Deliver an aspect of a correctly structured coaching session</b>		x			Feedback/observation from the Assessor - Page 17
<b>3.2 Correct the following components within a sports coaching session:</b> <ul style="list-style-type: none"> <li>• physical</li> <li>• psychological</li> <li>• tactical</li> <li>• technical</li> </ul>		x		No Distinction grade for this AC	Workbook – Page 16
<b>3.3 Communicate clearly with participants</b>		x	No Merit grade for this AC	No Distinction grade for this AC	Workbook – Page 16 Assessor Observation - Page 17
<b>3.4 Conclude and summarise the session with participants</b>		x		No Distinction grade for this AC	Workbook – Page 16
<b>4.1 Outline why evaluating coaching sessions is important</b>		x	No Merit grade for this AC	No Distinction grade for this AC	Workbook – Page 18
<b>4.2 State how to make use of previous feedback and evaluations when planning future coaching sessions</b>		x	No Merit grade for this AC	No Distinction grade for this AC	Workbook – Page 18
<b>4.3 Identify how to use feedback from colleagues to improve coaching practice</b>		x	No Merit grade for this AC	No Distinction grade for this AC	Workbook – Page 19
<b>4.4 Outline methods of improving future coaching practice</b>		x	No Merit grade	No Distinction grade for this AC	Workbook – Page 19

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