



Developed in Partnership with
the Association for Physical Education

1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF)

Qualification Specification

Version 4: 05 October 2016

This document is designed to be viewed on a computer and contains hyperlinks which will not be available if printed.

This specification must be read by all relevant personnel within recognised centres approved to offer this qualification. It contains the *Qualification Approval Conditions* which must be complied with and should be read in conjunction with the *1st4sport Centre recognition Conditions*.

Tutors, assessors and verifiers should also comply with the following addendums to ensure full deployment of the standards required to be maintained:

- The Learner Pack
- The Tutor, Assessor, Verifier Guidance

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All content rationalised and *Conditions* redeveloped to encompass evidence requirements
V4 05 October 2016: Unit specifications inserted into Appendix. No technical amends made.

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Introduction to the Qualification

The 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF) is solely awarded by 1st4sport Qualifications and has been developed in partnership with the Association for Physical Education (afPE).

Qualification Regulation¹ Dates and Details

Qualification Title	Qual. No.	GLHs	Level	Credit
1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF)	600/9577/5	283	3	54
Regulation Dates				
Qualification regulation start date:	31 May 2013			
Qualification review date:	31 December 2017			
Certification end date:	31 December 2018			

Qualification Structure and Units

To qualify for the 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF), learners must successfully achieve 54 credits from the 12 mandatory units. Achievement of the qualification is normally through attendance on a course of training and completion of the *1st4sport Learner Pack* inclusive of all assessed tasks. The unit specifications for the 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF) are contained in Appendix B of this Qualification Specification.

Title	Accreditation No.	Level	GLHs	Credit
1 Communication and professional relationships with children, young people and adults	F/601/3327	3	10	2
2 Schools as organisations	A/601/3326	3	15	3
3 Understand Child and Young Person Development	L/601/1693	3	30	4
4 Understand How to Safeguard the Wellbeing of Children and Young People	Y/601/1695	3	25	3
5 Support assessment for learning	A/601/4072	3	20	4
6 Plan Physical Education and School Sport Programmes	J/505/1759	3	29	5
7 Deliver Physical Education and School Sport Programmes	F/505/1761	3	22	4
8 Review the Delivery of a Physical Education and School Sport Programme	J/505/1762	3	13	3
9 Organise and lead a sports event or competition	H/601/8410	3	10	3
10 Preparing for the mentoring role	T/503/5511	3	15	3
11 Support gifted and talented learners	R/601/7723	3	21	4
12 Facilitate community-based sport and physical activity	F/503/0652	3	73	16

¹ This qualification is equivalent to Level 3 on the European Qualifications Framework (EQF). Further information about the EQF can be found through [this link](#).

1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF)

Qualification Number: 600/9577/5

This qualification covers...

This qualification has been developed in partnership with the Association for Physical Education (afPE) and is supported by employers and the industry. The 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF) is designed to consolidate and expand upon prior learning in the area of supporting the delivery of physical education and school sport. The qualification will further develop your knowledge and skills in order to allow you to further support the delivery of physical education and school sport (PESS) programmes in a school sport environment. While it is delivered through the medium of PESS, the skills may be used by learners aspiring to work in other sporting roles, such as coaching. 100% of the learning that you will receive will support you in being able to do your job, or prepare you for doing a job, in support of the delivery of physical education and school sport.

The qualification is composed of twelve mandatory units. To qualify for the 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF), you must successfully complete the 12 mandatory units, achieving 54 credits. During your achievement of the qualification, you will complete the following learning outcomes:

- understanding how to safeguard the wellbeing of children and young people
- understanding how to communicate and develop professional relationships with children, young people and adults
- understanding how children and young people develop, recognising when additional support may be required
- understanding schools as organisations and the infrastructure behind this (education policy, legislation, school policies and procedures, school roles and responsibilities of staff and other key individuals)
- understanding how to mentor others within the scope of supporting the delivery of physical education and school sport
- being able to support, and assist with the review of, assessment for learning, working with both learners and teachers
- being able to plan, deliver and review a physical education and school sport programmes, both curricular and extra-curricular
- being able to organise, lead and evaluate a sports event or competition
- being able to support gifted and talented learners
- being able to facilitate community-based sport and physical activity

Your learning and assessment programme will require you to be assessed delivering physical education and school sport activities in a real school sport environment. You should discuss this requirement with your centre before starting your programme of learning, especially if you do not already have access to this.

This qualification is designed for...

The qualification is designed for you if you are already working, or aspire to work, in a physical education and school sport setting. The qualification is specifically designed to provide you with a greater understanding of programmes of study for physical education, the national curriculum and the environment in which you currently operate, or will be operating.

You need to be 16 years of age or older, hold a Level 2 Physical Education or sport-related qualification (examples include the [1st4sport Level 2 Certificate in Supporting Learning in Physical Education and School Sport \(QCF\)](#), GCSE in Physical Education (Grades A-C), etc) and be able to effectively communicate in English prior to registering for the qualification. You will also need access to a school sport environment in order to fully meet the assessment requirements for this qualification.

This qualification is a larger qualification when compared to the 1st4sport Level 3 Certificate in Supporting the Delivery of Physical Education and School Sport (QCF)), and includes a further four modules. Unlike the learning and assessment programmes for the 1st4sport Level 3 Certificate in Supporting Delivery of Physical Education and School Sport (QCF), you will be assessed delivering physical education and school sport activities in a real school sport environment.

This qualification also forms the combined knowledge and competence component for the Advanced Apprenticeship in Supporting Teaching and Learning in Physical Education and School Sport. It may be more appropriate for you to complete this qualification as part of the Advanced Apprenticeship if you already have employment supporting the delivery of physical education and school sport (minimum 30 hours per week).

This qualification leads to...

The 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF) prepares you for employment in a school sport setting and provides opportunities for you to work as a physical education and school sport professional. This could include roles such as a Senior Children's Activity Professional, a School Sport Volunteer, a School Sports Coach (when held in conjunction with one (or more) sports coaching qualifications) or a School Sports Leader.

The qualification can help you become a qualified Teaching Assistant (TA) or Higher Level Teaching Assistant (HLTA). Five of the units you will achieve form part of the Level 3 Certificate in Supporting Teaching and Learning in Schools (QCF) and the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (QCF) and cover the underpinning knowledge and understanding for those working directly with children or young people in schools.

You may choose to complete this qualification as part of the Advanced Apprenticeship in Supporting Teaching and Learning in Physical Education and School Sport.

This qualification is supported by...

The 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF) is recognised as the industry standard qualification for Senior Children's Activity Professionals by the trade association for providers of sports and physical activity in schools and the wider community: [The Compass Association](#). The Compass Association (Compass) represents the interests of all providers delivering sport and physical activity in schools and is striving to improve the standards of non-teaching specialists delivering Physical Activity and Sport in schools.

The Association for Physical Education (afPE) has also stated they believe that "by 2015, coaches employed in or by schools supporting Curriculum time PE should qualified to a Level 2 National Governing Body (NGB) Award and be working towards a Level 2 and 3 Certificate in Supporting the Delivery of Physical Education and School Sport or equivalent, to comply with the forthcoming afPE Safe Practice Guidance for Schools" (March 2013).

The qualification also has the support of [CIMSPA](#), the Chartered Institute for the Management of Sport and Physical Activity, as an industry-relevant qualification contributing to the industry's professional framework also.

The following letters of support are available for this qualification:

- The Compass Association
- CIMSPA

Qualification Approval Conditions

1st4sport recognised centres are required to comply with the *1st4sport Centre Recognition Conditions*. All centres who have achieved qualification approval status for this qualification are also obliged to comply with the following *Qualification Approval Conditions*.

Failure to comply with all relevant conditions will result in sanctions being applied which may lead to qualification approval status being revoked. Centres are advised to ensure their qualification workforce is familiar with the conditions which impact upon them, their role and responsibilities.

Section One: Qualification Resources	
QCON 1.1 Qualification workforce capacity and ratios	
Conditions	Evidence: minimum workforce
<p>The recognised centre is required to have a qualified and competent qualification workforce in place which includes as a minimum²:</p> <ul style="list-style-type: none"> • a qualification administrator • a qualification coordinator • an appropriately qualified tutor/ assessor • an appropriately qualified internal verifier (IV)³. <p>Tutors may also act as Assessors on this qualification.</p> <p>To ensure the appropriate support and monitoring of learners during practical sessions, the delivery and assessment of the qualification is recommended to operate at a ratio of one appropriately qualified tutor/assessor to a maximum of 15 learners. This applies to classroom focused delivery model.</p> <p>In a delivery model which is work-based, the assessor: learner ratio should be no more than 1:25</p> <p>All observed assessments must be conducted on a 1:1 basis.</p>	<p>Evidence pertaining to the selected workforce must be evidenced in the <i>Staff</i> section of <i>Athena</i>, the 1st4sport Quality Assurance System⁴. Each member of staff linked to the qualification must be named and their role defined. Current CVs, certificates and evidence of annual CPD activities related to the specific role and qualification must be uploaded into <i>Athena</i> for each staff member, thereby evidencing the suitability of the individual. This information must be current at all times and include as a minimum:</p> <ul style="list-style-type: none"> • a qualification administrator • a qualification coordinator • an appropriately qualified tutor/assessor • an appropriately qualified internal verifier.
	<p>Evidence: ratios</p> <p>Must be evidenced through:</p> <ul style="list-style-type: none"> • course/programme attendance registers to include staff and learners • course/programme authorisation requests to 1st4sport • internal verification sampling plans and reports.

² One person may fulfil a number of the required roles.

³ Internal verifiers must not tutor or assess on a course where they are completing the internal verification.

⁴ To gain access to *Athena*, please request this via qmt@1st4sportqualifications.com.

QCON 1.2 Qualification administrator	
Conditions	Evidence: competence
<p>The recognised centre is required to recruit and deploy a qualification administrator who is responsible for the administration of this qualification via timely, accurate administration activities. These must comply with the <i>1st4sport Position Statement: Qualification Administration</i></p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • course authorisation and any related activities • learner registration and any related activities • learner certification and any related activities.
QCON 1.3 Qualification coordinator	
Conditions	Evidence: competence
<p>The recognised centre is required to recruit and deploy a qualification coordinator who is responsible for ensuring compliance with the <i>qualification approval conditions</i> outlined within this qualification specification.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • qualification resource records (staff, sites, learning and assessment materials) • qualification administration, initial assessment and induction records • training, assessment and internal quality assurance records.
QCON 1.4 Tutor	
Conditions	Evidence: initial capability and competence
<p>The recognised centre is required to recruit and deploy an appropriately qualified tutor responsible for the delivery of the learning programme. This person may also lead the assessment for this qualification, provided they meet the requirements outlined below.</p> <p>Tutors are required to have</p> <ul style="list-style-type: none"> • attained QTS status and • recent and relevant experience delivering Physical Education in a school sport context. <p>Or</p> <ul style="list-style-type: none"> • Hold a Level 5 Diploma in Teaching in the Lifelong Learning Sector [DTLLS]/Level 3/4 Certificate in Teaching in the Lifelong Learning Sector [CTLLS] or a Certificate in Education or equivalent and • have recent and relevant experience delivering Physical Education in a school sport context. 	Evidence: ongoing capability and competence
	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • 1st4sport approval of each tutor within the <i>Athena Staff</i> tab. <p>Must be evidenced through:</p> <ul style="list-style-type: none"> • standardisation activities • internal verification reports and action responses • external verification reports and action responses (<i>Athena</i>).

QCON 1.5 Assessor	
Conditions	Evidence: initial capability and competence
<p>The recognised centre is required to recruit and deploy an appropriately qualified Assessor. This person may also lead the teaching for this qualification, provided they meet the requirements outlined in QCON 1.4 Tutor.</p> <p>Those leading the assessment of the qualification must be qualified in one of the following ways:</p> <ul style="list-style-type: none"> • Have attained QTS status • Have recent and relevant experience delivering Physical Education in a school sport context. <p>Or</p> <ul style="list-style-type: none"> • hold or be working towards an assessor qualification. • Have recent and relevant experience delivering Physical Education in a school sport context. <p>A Tutor qualified through either of these two routes may also assess this qualification.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • 1st4sport approval of each Assessor within the <i>Athena Staff</i> tab. • Suitable Assessor qualifications include: qualification the Level 3 Award in Assessing Vocationally Related Achievement; the Level 3 Award in Assessing Competence in the Work Environment; the Level 3 Certificate in Assessing Vocational Achievement; the hold the ENTO Unit D32/33 or the A1/A2 Assessor Units; or the 1st4sport Introduction to Assessment Practice in Sport (IAPS) qualification; or have attended a programme of assessor training matched to national standards
	<p>Evidence: ongoing capability and competence</p> <p>Must be evidenced through:</p> <ul style="list-style-type: none"> • standardisation activities • internal verification reports and action responses • external verification reports and action responses (<i>Athena</i>).

QCON 1.6 Internal verifiers	
Conditions	Evidence: Initial capability and competence
<p>Those leading the internal verification/quality assurance of the qualification must meet:</p> <ul style="list-style-type: none"> Be in possession of QTS status Have recent and relevant experience delivering Physical Education in a school sport context. <p>Or</p> <ul style="list-style-type: none"> hold or be working towards the Level 4 Award in the Internal Quality Assurance of Assessment Process and Practice or hold the V1 Unit, the 1st4sport Certificate in Internal Verification in Sport, or ENTO Unit D34. Evidence of this should be uploaded into <i>Athena</i> where possible. Have recent and relevant experience delivering Physical Education in a school sport context. 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> 1st4sport approval of each assessor within the <i>Athena Staff</i> tab.
	<p>Evidence: ongoing capability and competence</p> <p>Must be evidenced through:</p> <ul style="list-style-type: none"> recorded standardisation activities internal verification records (implementation of sampling and reports) external verification reports and action responses (<i>Athena</i>).
QCON 1.7 Qualification delivery sites, facilities and environment	
Conditions	Evidence: sites and facilities
<p>The recognised centre is required to have one or more delivery sites which contain facilities to support the programme of learning and assessment. All training and/or assessment sites must include the following facilities:</p> <ul style="list-style-type: none"> A classroom-type facility with chairs (not benches) to hold a maximum of 30 with sufficient ventilation and lighting Toilets and changing room facilities for both male and female learners/participants. <p>The weather and environment must be conducive to learning. Lighting and temperature must be appropriate to the needs of the participant and learner. The space surrounding the playing area must be safe and free of obstructions.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> site/facility inventories and risk assessments internal verification reports external verification reports (<i>Athena</i>).

QCON 1.8 Qualification equipment	
Conditions	Evidence: equipment
<p>The recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment and include as a minimum:</p> <ul style="list-style-type: none"> • an overhead projector and laptop computer • flit chart paper • a selection of coloured pens. <p>It is also advised that all afPE resources gained via the afPE induction process be on hand to be used if/ where required.</p> <p>The recognised centre is required is required to ensure that all learners and participants wear appropriate sports/badminton specific (where appropriate or required) apparel.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • pre-course instructions on clothing to learners • site/equipment inventories and risk assessments • internal verification reports • external verification reports (<i>Athena</i>).
QCON 1.9 Qualification materials	
Conditions	Evidence: materials
<p>The recognised centre is required to use the teaching, learning, assessment and internal verification materials provided by 1st4sport and afPE to facilitate the full learning and assessment programme.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • the published programme of learning and assessment • completed 1st4sport assessment tasks annotated in accordance with the appropriate 1st4sport Tutor, Assessor, and Verifier Guidance. • internal verification reports • external verification report (<i>Athena</i>).

QCON 1.10 Qualification fees ⁵	
Conditions	Evidence: Fees and payments
<p>The recognised centre is required to pay a £85 (+VAT where applicable) learner registration and certification fee, per registered learner, when the course is authorised with 1st4sport within the appropriate timescales.</p> <p>Where recognised centres wish to authorise courses between 10 and 19 working days before the start of the course, we will automatically upgrade the course to our <i>FastTrack</i> service for additional £5 fee per learner (+VAT where applicable).</p> <p>The recognised centre is required to ensure that learners are provided with information on the total cost of achieving the qualification; this should include a comprehensive package of learning and assessment and any optional costs made very clear at the point the learner enters into a contract with the centre.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • pre-course marketing tools • pre-course instructions through communications to learners • course authorisation requests to 1st4sport and related payment logs.
QCON 1.11 Membership requirements	
Conditions	Evidence: Fees and payments
<p>All centres must be committed to increasing the standards of sport and activity programmes through being members of the COMPASS Association.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • Member organisation confirmation in the form of an email or credible membership number.

⁵ The fee is per learner and includes registration and certificates where this is appropriate. Standardised assessment tools are also provided and are complimentary.

Section Two: Administration, initial assessment and inductions

QCON 2.1 Course administration

Conditions	Evidence: course administration
All recognised centres should utilise the 1st4sport centre portal to authorise courses, register and certificate learners.	<p>Must be evidenced though:</p> <ul style="list-style-type: none"> • engagement with the 1st4sport portal • course authorisation records, related updates and communications • learner registration records, related updates and communications • learner certification records, related updates and communications.

QCON 2.2 Learner enrolment and learning contracts/agreements

Conditions	Evidence: enrolment and agreements
<p>The recognised centre is required to have a fair and equitable enrolment process. In doing so relevant learner information must be collected to enable initial assessment of learner's eligibility be conducted.</p> <p>Where eligibility is confirmed, the recognised centre is required to have an agreement in place with each learner to ensure that they:</p> <ul style="list-style-type: none"> • conduct themselves accordingly in accordance with to a code of conduct • understand that the registration period for this qualification is two years in which time they must complete all aspects of their learning and assessment including reassessments. • comply with recognised centre policy and procedures • comply with the qualification conditions, 1st4sport policy, position statements and related processes. 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • learner application forms or web based application services • signed learning agreements/contracts⁶.

⁶ It is acceptable for the learner agreement to form part of a declaration within the application/enrolment form.

QCON 2.3 Learner eligibility and pre-requisites⁷

Conditions	Evidence of pre-requisites
<p>Prior to registration learners are required to:</p> <ul style="list-style-type: none"> • be appropriately identified • be at least 16 years of age • hold a Level 2 provision of physical education or sport related qualification, examples include: <ul style="list-style-type: none"> - the 1st4sport Level 2 Certificate in Supporting Learning in Physical Education and School Sport (QCF) - a Level 2 National Governing Body of Sport coaching qualification - a Level 2 BTEC in Sport - a Level 2 qualification in sports/activity leadership or - a 1st4sport recognised equivalent • be able to communicate effectively in English (listening, speaking, reading and writing). Where it is clear that an individual may not have an appropriate understanding of the English language, an activity must be completed in order to establish their eligibility to complete the qualification. <p>There are no additional pre-requisites to certification other than successful completion of the required assessments, thus enabling the learner to demonstrate full coverage of all learning outcomes and assessment criteria.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • learner records containing personal data including title, name, date of birth, address gender nationally, ethnicity, disability and access needs • learner identity check details containing the type of proof, the reviewer's name and the date confirmed • copies of qualification certificates (originals) • records of activities to check understanding of the English language (where this is deemed to be necessary).

⁷ Learners should be made aware that they will require appropriate insurance cover before undertaking independent coaching practice. Those working towards this qualification will be required by employers to complete a self-disclosure of past convictions and cautions, and to apply for a disclosure through the DBS.

QCON 2.4 Learner eligibility and barriers to access

Conditions	Evidence
<p>The recognised centre is required to conduct an initial assessment of each learner's eligibility to consider barriers to access in accordance with the <i>Equality Act 2010</i>⁸ and its protected characteristics. The barriers to access to this qualification which preserve the integrity, the technical requirements and safety of learners and participants include:</p> <ul style="list-style-type: none"> • age – individuals under the age of 16 are not permitted to attend this qualification to prevent coaching autonomously in this area without appropriate experience. As a result no adjustments to this barrier can be applied. • race – individuals who are not English, Welsh or Irish and/or those who do not speak these as a first language may be prevented from accessing the qualification if they cannot communicate to the appropriate standard in these languages. In such cases reasonable adjustments will not be applied as the qualification is regulated in England • disability – individuals with mental or physical or learning disabilities may find some of the competencies difficult and/or dangerous to their well being • pregnancy and maternity – it could be detrimental to the health of a pregnant woman and her unborn child to attempt the full extent of the competencies within this qualification. <p>Where learners have declared disability, pregnancy or maternity barriers, reasonable adjustments should be requested in accordance with the <i>1st4sport Position Statement: Access Arrangements</i>.</p>	<p>Must be evidenced though:</p> <ul style="list-style-type: none"> • learner application forms or web-based application services • reasonable adjustment requests and clearly implemented arrangements.

⁸ There are no barriers to access on the ground of marriage, race, religion or belief, sex, sexual orientation or gender transformation.

QCON 2.5 Learner inductions	
Conditions	Evidence: inductions
<p>The recognised centre is required to provide an effective qualification/course induction to all learners which introduces:</p> <ul style="list-style-type: none"> the individual members of the centre's workforce and what their role will be the centre's policies and procedures which as a minimum must cover: <ul style="list-style-type: none"> health and safety equality and diversity data protection malpractice/maladministration appeals complaints child/vulnerable adult safeguarding. information on their Unique Learner Number (ULN) and the Personal Learner Record (PLR) (for centres in England only at this time) the learning outcomes and the assessment criteria the learning and assessment strategy and published programme individual learning plans links to National Occupational Standards and functional skills (where these exist) the position of the qualification in relation to others and any progression opportunities any quality assurance (IV or EV) activities that are scheduled. 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> induction attendance registers and records policy booklets or signposts induction documentation.

Section Three: Training and Assessment

QCON 3.1 Training and Assessment Hours

Conditions	Evidence: course length
<p>The recognised centre is required to deliver the qualification in accordance with the recommended 283 guided learning hours.</p> <p>In doing so the recognised centre must ensure that the 12 mandatory units are completed, giving learners 54 credits. Each credit is equivalent to 10 hours of learning time.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> marketing tools (where these exist) a published learning and assessment programme session plans web-based records from online platforms.

QCON 3.2 Training and Assessment Programme

Conditions	Evidence: course programme
<p>A centre must ensure that they deliver and assess the 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF) in accordance with the SkillsActive 2013 Evidence Requirements for Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF), which can be found as an appendix to this qualification specification.</p> <p>A centre must ensure that they have in place and are able to effectively implement an appropriate delivery and assessment strategy where learners are provided with appropriate means of gathering and/or providing evidence of knowledge and competence, which:</p> <ul style="list-style-type: none"> delivers the full breadth of the units/ qualification in the context of the Technical Syllabus (Practical and Knowledge components) for the 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF) assesses learners' competency (in the workplace) of delivering physical education and school sport activities; covering an appropriate portion of the Practical Syllabus in a school sport environment assesses learner's knowledge and understanding of the 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF). 	<p>Must be evidenced through a:</p> <ul style="list-style-type: none"> a published learning and assessment programme which is agreed to by the allocated external verifier session plans course administration records.

QCON 3.2 Training and Assessment Programme (cont.)

Conditions	Evidence: course programme
<p>Personalised learning goals will reflect the learning objectives of activities and take account of the past achievements and current learning needs of individual learners.</p> <p>Assessment opportunities and strategies are the occasions, approaches and techniques used for ongoing assessment during learning and real work activities, such as:</p> <ul style="list-style-type: none"> • using open-ended questions • observing learners • listening to how learners describe their work and their reasoning • checking learners' understanding • engaging learners in reviewing progress • encouraging learners to keep in mind their learning goals and to assess their own progress to meeting these as they proceed • encouraging learners to review and comment on their work before handing it in or discussing it with the teacher • praising learners when they focus their comments on their personalised learning goals for the task. <p>Units <i>L/601/1693 Understand Child and Young Person Development</i> and <i>Y/601/1695 Understand How to Safeguard the Wellbeing of Children and Young People</i> should be assessed in line with the Skills for Care and Development QCF Assessment Principles. Whereas the remaining units are to be assessed in line with SkillsActive's assessment strategy for Supporting Teaching and Learning in Physical Education and School Sport.</p>	

QCON 3.2 Training and Assessment Programme (cont.)	
Conditions	Evidence: course programme
<p>This delivery and assessment strategy must incorporate a plan to ensure that learners have the opportunity to complete all learning outcomes and assessment criteria as stipulated within the <i>L3NVQPESSQ Unit Specifications</i> within their two year period of registration. To qualify for the <i>1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF)</i>, learners must successfully complete/have credit for all 12 units. The delivery and assessment strategy must also consider learners' RPL and CAT (where appropriate). Therefore, where a holistic group strategy is applied, this must be flexible to be able to meet the needs of all of the learners on the course and their individual needs.</p> <p>All assessment components for this qualification are required to be submitted by learners within appropriate timescales established by the centre within the assessment strategy, ensuring the assessment plan incorporates provision for reassessment(s) within the learner's registration period.</p>	
QCON 3.3 Assessment Specification ⁹	
Conditions	Evidence: Assessment
<p>Tutors/Assessors must help learners to understand how to complete the Learner Pack which contains the assessment tools for this qualification; the different sorts of evidence that are appropriate and acceptable, and what the programme of assessment will be. Learners are required to be thoroughly briefed on the assessment criteria and procedures for the qualification. To achieve the qualification, learners are required to have, in summary, assessed evidence of:</p> <p><i>Unit 3 – Understand Child and Young Person Development</i></p> <p>This unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • a record of learners attendance and achievement of each task and units, the assessor and completion dates • completed tasks contained in the 1st4sport Learner Pack • observation checklists • internal verification reports • external verification reports and action responses (<i>Athena</i>).

⁹ The detailed unit-by-unit assessment specification and assessment guidance can be found in the qualification-specific *1st4sport Tutor, Assessor Verifier Guidance*.

QCON 3.3 Assessment Specification¹⁰ (cont.)**Conditions***Unit 4 – Understand How to Safeguard the Wellbeing of Children and Young People*

This unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Unit 5 – Support assessment for learning

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1 and 4.2 must be assessed in the workplace.

Assessment for learning involves using assessment, as part of teaching and learning, in ways that will raise learners' achievement.

Information required to support assessment for learning:

- the learning objectives for the activities
- the personalised learning goals for individual learners
- the success criteria for the learning activities
- the assessment opportunities and strategies relevant to own role in the learning activities

Unit 6 – Plan a Physical Education and School Sport Programme

As a minimum, learners must produce evidence of appropriate comprehension of this unit via performance, simulation, tasks and/or assignments.

To achieve the unit, learners are required to have, in summary, assessed evidence:

1. the production of a profile for a minimum of three pupils. This should describe the pupil(s') current level of achievement for their Key Stage, be matched against baseline achievement and identify the pupils' potential level of achievement.

All performance factors must be drawn from the Level 3 technical syllabus developed for Physical Education and School Sport and mapped to the National Curriculum Programme of Study for Physical Education.

2. Contribute to the design of an outline plan for a Physical Education and School Sport Programme, which should be based upon the pupils you have profiled. The outline plan should be for a term and include timetabled and extra-curricular activities.
3. production of a more detailed plan for a minimum of ten PE lessons and two hours of extra-curricular activities associated with an aspect of the outline plan for a Physical Education and School Sport Programme
4. production of individual lesson plans for a minimum of ten PE lessons and two hours of extra-curricular activities associated with an aspect of the outline plan for a Physical Education and School Sport Programme

¹⁰ The detailed unit-by-unit assessment specification and assessment guidance can be found in the qualification-specific *1st4sport Tutor, Assessor Verifier Guidance*.

QCON 3.3 Assessment Specification¹¹ (cont.)**Conditions**

5. production of a recorded evaluation planner that will identify the methodology and timings as to how learners will:
 - monitor and evaluate pupils' progress against baseline achievements and
 - monitor and evaluate own contributions that will lead to improved delivery of the Physical Education and School Sport Programme

All sessions must be drawn from the Level 3 technical syllabus developed for Physical Education and School Sport and be mapped to the National Curriculum Programme of Study for Physical Education.

Unit 7 – Deliver a Physical Education and School Sport Programme

This unit will be assessed through the assessment of written activities and observations of delivery practice.

To achieve the unit, learners are required to have, in summary, assessed evidence:

1. that they are competent in managing a safe teaching and learning environment for pupils and others. This must be observed by an appropriately qualified assessor on a minimum of two occasions
2. The production of a record of the management of a safe teaching and learning environment over a minimum of ten PE lessons and two hours of extra-curricular activities associated with an aspect of the outline plan for a Physical Education and School Sport Programme.
3. the delivery of a minimum of ten PE lessons and two hours of extra-curricular activities associated with an aspect of the outline plan for a Physical Education and School Sport Programme two of which must be observed by an appropriately qualified assessor (on separate occasions)

All sessions must be drawn from the Level 3 technical syllabus developed for Physical Education and School Sport and be mapped to the National Curriculum Programme of Study for Physical Education.

Unit 8 – Review a Physical Education and School Sport Programme

This unit will be assessed through the assessment of written activities and observations of delivery practice.

To achieve the unit, learners are required to have, in summary, assessed evidence:

1. that they are competent in managing a safe teaching and learning environment for pupils and others. This must be observed by an appropriately qualified assessor on a minimum of two occasions
2. The production of a record of the management of a safe teaching and learning environment over a minimum of ten PE lessons and two hours of extra-curricular activities associated with an aspect of the outline plan for a Physical Education and School Sport Programme.

¹¹ The detailed unit-by-unit assessment specification and assessment guidance can be found in the qualification-specific *1st4sport Tutor, Assessor Verifier Guidance*.

QCON 3.3 Assessment Specification¹² (cont.)

Conditions

- 3 the delivery of a minimum of ten PE lessons and two hours of extra-curricular activities associated with an aspect of the outline plan for a Physical Education and School Sport Programme two of which must be observed by an appropriately qualified assessor (on separate occasions)

All sessions must be drawn from the Level 3 technical syllabus developed for Physical Education and School Sport and be mapped to the National Curriculum Programme of Study for Physical Education.

QCON 3.4 Assessment tools

Conditions

The recognised centre is required to use valid and reliable assessment tools which have been designed by 1st4sport in consultation with the technical development partner afPE.

Where a recognised centre wishes to adapt these tools or use alternative arrangements to meet the needs of a particular group of learners, they should refer to the *1st4sport Position Statement: Alternative Assessment Arrangements*.

Evidence: assessment tools

Must be evidenced through:

- a completed Record of Achievement (by task and unit)
- observation checklists
- other assessment records which support learners' achievement
- internal verification reports
- external verification reports and action responses (*Athena*).

Evidence: alternative assessment

Must be evidenced through:

- an alternative assessment arrangements request (only where alternative assessment arrangements are needed)
- the completion of agreed alternative assessment tools where these are agreed.

¹² The detailed unit-by-unit assessment specification and assessment guidance can be found in the qualification-specific *1st4sport Tutor, Assessor Verifier Guidance*.

QCON 3.5 Assessment eligibility	
Conditions	Evidence: assessment eligibility
<p>The recognised centre is required to ensure all learners who have attended the full programme of learning are given opportunities to be assessed within their period of registration for the qualification.</p> <p>Learners must not be assessed for the final practical assessment until they have successfully completed all other assessments associated with this qualification.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> the full programme of learning must be evidenced through registers and/or records of attendance assessment records.
QCON 3.6 Assessment process	
Conditions	Evidence: assessment activities
<p>The recognised centre is required to ensure that the assessment process is managed effectively and ensures:</p> <ul style="list-style-type: none"> assessment plans and schedules are communicated to all affected assessment briefings are completed with reference to the format of the assessment, what is expected of learners and the assessment criteria being used the assessment is conducted in line with the assessor guidance and any relevant invigilation conditions assessment decisions are made in line with the principles of assessment (Validity, Authenticity, Reliability, Currency, Sufficiency of evidence) assessment decisions are communicated via established channels assessment decisions are recorded and shared with learners. 	<p>Must be evidenced though:</p> <ul style="list-style-type: none"> a published learning and assessment programme and related learner communications records of attendance and achievement per task and unit, the reviewer name and completion date assessment plans completed tasks which include signatures in all required places and annotations which clearly evidence assessment activities assessor communications to administrators internal verification records, including: <ul style="list-style-type: none"> sampling reports tutor/assessor interviews tutor/assessor observation of performance learner interviews desk based sampling standardisation exercises. external verification reports and action responses (<i>Athena</i>).

QCON 3.7 Eligibility of learners for special consideration

Conditions	Evidence: special consideration
The recognised centre is required to ensure learners who are disadvantaged, unable to complete or attend their assessment due to emotional, physical difficulties or adverse circumstances, request special consideration in accordance with the <i>1st4sport Position Statement: Access Arrangements</i> .	<p>Must be evidenced through</p> <ul style="list-style-type: none"> • special consideration requests (<i>Athena</i>) • implementation of the arrangements.

QCON 3.8 Eligibility of learners for Certification

Conditions	Evidence for certification
<p>The recognised centre is required to ensure that learners who have completed all pre-requisites and assessment requirements and who have been confirmed by assessor as eligible for certification are certificated.</p> <p>Where a verification sampling plan requires an intervention to be conducted, outcomes must not be confirmed to learners until the sampling and any residual actions have been completed.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • assessment tracking and records • assessor communications to the centre administrator • administrator communications to learners • internal verification reports • certification requests to 1st4sport.

QCON 3.9 Reassessments

Conditions	Evidence of reassessment activities
<p>The recognised centre is required to ensure that learners who are unsuccessful in any aspect of assessment are offered a maximum of two opportunities to re-sit the appropriate assessment component within their period of registration (36 months).</p> <p>Recognised centres may levy additional charges for conducting reassessments.</p> <p>All reassessments must be conducted in accordance with the assessment specification.</p>	<p>Must be evidenced though:</p> <ul style="list-style-type: none"> • assessment plans, tracking and records • completed/updated learner packs • completed <i>Record of Achievement</i>, per learner • assessor communications with administrators • internal quality assurance records: <ul style="list-style-type: none"> - sampling reports - tutor/assessor interviews - tutor/assessor observation of performance - learner interviews - desk based sampling - standardisation exercises. • external verification reports and action responses (<i>Athena</i>).

Section Four: Internal Quality Assurance

QCON 4.1 Internal Verification Strategy

Conditions	Evidence of IV strategy
<p>The recognised centre is required to have in place an internal verification strategy which includes strategic objectives which include, but are not limited to:</p> <ul style="list-style-type: none"> a selected sample across 50% of learner evidence and assessor feedback internally verified from 50% of the courses authorised all active assessors and all types of assessment internally verified across all active assessment sites, over a twelve month period two standardisation activities conducted annually internal verification conducted in accordance with a risk based approach; tutors/assessors and assessments perceived as higher risk experience more frequent IV interventions. 	<p>Must be evidence through:</p> <ul style="list-style-type: none"> a current internal verification strategy document uploaded into the <i>Documents</i> section of <i>Athena</i> an internal verification sampling plan template implementation through reports from internal verification interventions.

QCON 4.2 Internal Verification Sampling

Conditions	Implementation of internal verification sampling evidence
<p>The recognised centre is required to develop and implement sampling plans in accordance with the interval verification strategic objectives.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> sampling plans internal verification reports.

QCON 4.3 Internal Verification Interventions

Conditions	Implementation of internal verification sampling evidence
<p>The recognised centre is required to ensure internal verification interventions across all tutors/assessors at all sites and in line with the sampling plans include:</p> <ul style="list-style-type: none"> observation performance sampling of assessment evidence learner interviews (face to face or via telephone). <p>The interventions must ensure that support and development is given to the centre, the qualification workforce and specifically to the workforce team.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> internal verification reports.

Communications and Contacts

In an effort to reduce the costs of our qualifications we aim to utilise electronic means of communication wherever possible. 1st4sport Qualification's website or e-mail should be the first port of call for organisations or individuals looking for information.

Additional important contacts	
afPE Contact Details	<p>Association for Physical Education</p> <p>Room 117 Bredon University of Worcester Henwick Grove Worcester WR2 6AJ</p> <p>Website: www.afpe.org.uk Enquiries email: enquiries@afpe.org.uk Telephone: 01905 855 584 Fax: 01905 855 594</p>
Skills Active The Sector Skills Council for Active leisure, Learning and Well-being	<p>Website: skillsactive.com Enquiries e-mail: skills@skillsactive.com Telephone: 0330 004 0005</p>
The Register of Regulated Qualifications	<p>The full list of qualifications awarded by 1st4sport is either available on request or can be viewed on the Register of Regulated Qualifications following this link.¹³</p>
The Office of the Qualifications and Examination regulator (Ofqual)	<p>Website: ofqual.gov.uk</p>
Department for Education	<p>Website: education.gov.uk</p>
The Department for Business Innovation and Skills (BIS)	<p>Website: bis.gov.uk</p>
Learning Records Service	<p>Website: learningrecordsservice.org.uk</p>

¹³ Any changes to qualifications will be communicated with recognised centres via various means of communications.

Appendix A: Technical Syllabus for the 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF)

This syllabus should be read in conjunction with the Unit Specifications of the 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF) and the National Curriculum Programme of Study for Physical Education. To achieve the qualification, learners will be required to demonstrate an understanding and application of the following techniques in an appropriate environment.

Topics	Components	Key Points
Balance	<ul style="list-style-type: none"> • Static balance • Dynamic balance • Rotational balance • Head • Core • Base • Counter Balance • Balance on • Stability • Posture 	<ul style="list-style-type: none"> • Centre of gravity (CoG) • Base of support • Where is your head? • Use all your senses • Core strength • Moving forces (adapt width of base appropriately)
Agility	<ul style="list-style-type: none"> • Start and stop • Change direction • High and low • Reactions • Programmed/sequenced • Random • Change of speed 	<ul style="list-style-type: none"> • Equal and opposite forces • Overcoming inertia • Coordinate body limbs • Where do we apply force? • Maintain stability • Brain to limb training • Limit your choices
Coordination	<ul style="list-style-type: none"> • Own body (limb control) • Unilateral body moves • Bilateral body moves • Cross-lateral body moves • Hand-eye • Striking • Sending • Receiving • Interception • Control (speed accuracy) • Internal • External 	<ul style="list-style-type: none"> • Brain instruction to limbs • Simple to complex • Crossing the midline • Chain reaction • Big to small limbs • Long levers (generate force) • Lever speed for force • Differentiating forces • Speed relationship to accuracy • Eyes for tracking • Understanding object travel path (identify peaks)
Travel	<ul style="list-style-type: none"> • Forwards • Backwards • Side • Fast • Slow • Walking • Running • Skipping • Multi-directional • Creeping and crawling 	<ul style="list-style-type: none"> • Apply principles of agility, balance and coordination (ABCs) • Coordinate limbs for efficiency of technique • (mechanics of movement) • Spatial awareness • Maintain stability at speed • Link travel moves to specific sports • Benefits to coordination and early child development

Topics	Components	Key Points
Jump	<ul style="list-style-type: none"> • High • Long • Preparation • During motion • Landing • Generating force • Static • Dynamic • Take off 	<ul style="list-style-type: none"> • Apply ABC's • Generating force • Angle of accent • Movement within CoG base • Movement outside CoG for distance • Use of limbs to maximise force • Loading and unloading muscles • Landing for recovery
Send	<ul style="list-style-type: none"> • To a static target • To a moving target • Long • Short • Head • Arms • Feet • Racket (striking implement) • Over arm • Underarm • Body direction • Base • Different objects • Preparation • Release 	<ul style="list-style-type: none"> • Apply ABCs • Differentiating force • Different flight options • Speed relationship to accuracy • Eyes focused on target or not? • (progression for deception) • Choose right target (when sending to a moving target) • Appropriate extension in preparation • Follow through • Recovery • Communicate
Receive	<ul style="list-style-type: none"> • Eyes • Hands • Feet • Base • Head • Preparation • Recovery • Spatial awareness • Base • Different objects • High • Low 	<ul style="list-style-type: none"> • Apply ABCs • Understanding object travel path (identify peaks) • Focus eyes for tracking • Make a base for stability on receiving • Cushion impact (understanding the force) • Appropriate body shape • Decision making on use of correct limbs (left or right or both etc)
Strike	<ul style="list-style-type: none"> • Body part • Implement • Direction • Accuracy • Power • Preparation • Contact • Follow through • Recovery • Spins 	<ul style="list-style-type: none"> • Apply ABCs • Focus eyes • Balanced ready position • Understanding long levers and speed of action on force • Spatial awareness • Understanding how the object will react to the point of contact (direction trajectory speed and potential spin)

Topics	Components	Key Points
Net/wall games	<ul style="list-style-type: none"> • Over a barrier • Variety of rackets • Bounce • Volley • Rebound • Teamwork • Decision making • Spins • Tactics • Accuracy • Movement • Preparation • Recovery • Reactions 	<ul style="list-style-type: none"> • Apply ABCs • Understanding long levers and speed of action on force • Chain reaction • Understanding how the object will react to the point of contact (direction trajectory speed and potential spin) • How to move efficiently and appropriately • Coordinate body limbs • Where to apply force to change direction • Ready positions • Maintain stability by applying balance principles • Brain to limb training • Limit your choices
Invasion Games	<ul style="list-style-type: none"> • Sending • Receiving • Movement • Teamwork • Spatial aware • Tactics • Communication • Targets • Different objects to use • Direction change • Decision making • Jumping 	<ul style="list-style-type: none"> • Apply ABCs • Spatial awareness • How to move efficiently and appropriately • Coordinate body limbs • Where to apply force to change direction • Maintain stability by applying balance principles • Coordinate movements with others (team and opposition) • Understand people are targets • Focus on relevant cue (eg watch your player to mark not the ball)
Striking and Fielding Games	<ul style="list-style-type: none"> • Sending • Receiving • Striking • Tactics • Travelling • Jumping • Different movements • Teamwork • Communication • Decision making 	<ul style="list-style-type: none"> • Apply ABCs • Spatial awareness • Positional awareness • Balanced ready position (strike or receive) • Focus on relevant cue • (fielder eye on ball not players running between wickets) • Understand effect of angles of trajectory when sending an object

Topics	Components	Key Points
Athletics	<ul style="list-style-type: none"> Starting Accelerating Sending Body coordination Flexibility Reactions Jumping Running Tactics Power Strength Speed 	<ul style="list-style-type: none"> Apply ABCs CoG on edge of base just before start CoG outside base immediately after Low to high Power in throws and jumps generated from lower limbs Accuracy mainly affected by upper body limbs and core Speed helps lateral jumps When jumping an object try to keep hips flat
Creative Movement	<ul style="list-style-type: none"> Rhythm Body coordination Spatial aware Free expression Spatial awareness Strength Balance Tumbling 	<ul style="list-style-type: none"> Apply ABCs Core strength very important Coordinate body limbs Flexibility Coordination of objects and bodies

Appendix B: Unit Specifications for the 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF)

Unit Title:	Communication and professional relationships with children, young people and adults
About this unit	This unit assesses the learner's understanding of how building trusting and effective relationships with children, young people and adults is an essential part of a support teacher's role. This unit explores ways to communicate in different situations and contexts and the importance of following procedures for confidentiality and information sharing.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 understand the principles of developing positive relationships with children, young people and adults	1.1 explain why effective communication is important in developing positive relationships with children, young people and adults
	1.2 explain the principles of relationship building with children, young people and adults
	1.3 explain how different social, professional and cultural contexts may affect relationships and the way people communicate
2 understand how to communicate with children, young people and adults	2.1 explain the skills needed to communicate with children and young people
	2.2 explain how to adapt communication with children and young people for: <ul style="list-style-type: none"> a the age of the child or young person b the context of the communication c communication differences
	2.3 explain the main differences between communicating with adults and communicating with children and young people
	2.4 explain how to adapt communication to meet different communication needs of adults
	2.5 explain how to manage disagreements with children, young people and adults

Learning outcomes The learner will:	Assessment criteria The learner can:
3 understand legislation, policies and procedures for confidentiality and sharing information, including data protection	3.1 summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information
	3.2 explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this
	3.3 justify the kinds of situation when confidentiality protocols must be breached

Unit Title:	Schools as organisations
About this unit	This unit prepares the learner for working in a school. It covers key aspects of schools as organisations. This includes the structure of the education system, the roles and responsibilities of key members of the school team and the purpose of school ethos, mission statement and aims and values. The learner will also understand the reasons for key legislation, policies and procedures which are followed in schools and how schools operate within a wider context.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 know the structure of education from early years to post-compulsory education	1.1 summarise entitlement and provision for early years education
	1.2 explain the characteristics of the different types of schools in relation to educational stage(s) and school governance
	1.3 explain the post 16 options for young people and adults
2 understand how schools are organised in terms of roles and responsibilities	2.1 explain the strategic purpose of: <ul style="list-style-type: none"> a school governors b senior management team c other statutory roles eg. SENCO d teachers e support staff roles
	2.2 explain the roles of external professionals who may work with a school eg. educational psychologist
3 understand school ethos, mission, aims and values	3.1 explain how the ethos, mission, aims and values of a school may be reflected in working practices
	3.2 evaluate methods of communicating a school's ethos, mission, aims and values
4 know about the legislation affecting schools	4.1 summarise the laws and codes of practice affecting work in schools
	4.2 explain how legislation affects how schools work
	4.3 explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including: <ul style="list-style-type: none"> a general bodies such as the health and safety executive b school specific regulatory bodies

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
5 understand the purpose of school policies and procedures	5.1 explain why schools have policies and procedures
	5.2 summarise the policies and procedures schools may have relating to: <ul style="list-style-type: none"> a staff b pupil welfare c teaching and learning d equality, diversity and inclusion e parental engagement
	5.3 evaluate how school policies and procedures may be developed and communicated
6 understand the wider context in which schools operate	6.1 summarise the roles and responsibilities of national and local government for education policy and practice
	6.2 explain the role of schools in national policies relating to children, young people and families
	6.3 explain the roles of other organisations working with children and young people and how these may impact on the work of schools

Unit Title:	Understand Child and Young Person Development
About this unit	This unit assesses the learner's knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also aims to provide the learner with knowledge and understanding of the actions to be taken when differences in development are identified; and the potential effects of transitions on children and young people's development.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 understand the expected pattern of development for children and young people from birth - 19 years	1.1 explain the sequence and rate of each aspect of development from birth – 19 years
	1.2 explain the difference between sequence of development and rate of development and why the difference is important
2 understand the factors that influence children and young people's development and how these affect practice	2.1 explain how children and young people's development is influenced by a range of personal factors
	2.2 explain how children and young people's development is influenced by a range of external factors
	2.3 explain how theories of development and frameworks to support development influence current practice
3 understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern	3.1 explain how to monitor children and young people's development using different methods
	3.2 explain the reasons why children and young people's development may not follow the expected pattern
	3.3 explain how disability may affect development
	3.4 explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern
4 understand the importance of early intervention to support the speech, language and communication needs of children and young people	4.1 analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
	4.2 explain how multi agency teams work together to support speech, language and communication
	4.3 explain how play and activities are used to support the development of speech, language and communication

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
5 understand the potential effects of transitions on children and young people's development	5.1 explain how different types of transitions can affect children and young people's development
	5.2 evaluate the effect on children and young people of having positive relationships during periods of transition

Unit Title:	Understand How to Safeguard the Wellbeing of Children and Young People
About this unit	This unit assesses the learner's ability to know and understand why all settings working with children and young people should establish and maintain a safe environment and deal with circumstances where there are welfare concerns. Through policies and procedures for safeguarding and protecting children and young people, all settings which work with children and/or young people have an important role in the detection and prevention of abuse and neglect. This includes helping children and young people to protect themselves from abuse, as well as dealing with bullying (both physical and through communication technology) and understanding e- safety.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	1.1 outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people
	1.2 explain child protection within the wider concept of safeguarding children and young people
	1.3 analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people
	1.4 explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
	1.5 explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing
2 understand the importance of working in partnership with other organisations to safeguard children and young people	2.1 explain the importance of safeguarding children and young people
	2.2 explain the importance of a child or young person centred approach
	2.3 explain what is meant by partnership working in the context of safeguarding
	2.4 describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
3 understand the importance of ensuring children and young people's safety and protection in the work setting	3.1 explain why it is important to ensure children and young people are protected from harm within the work setting
	3.2 explain policies and procedures that are in place to protect children and young people and adults who work with them
	3.3 evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected
	3.4 explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits
4 understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1 describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
	4.2 describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
	4.3 explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged
5 understand how to respond to evidence or concerns that a child or young person has been bullied	5.1 explain different types of bullying and the potential effects on children and young people
	5.2 outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place
	5.3 explain how to support a child or young person and/or their family when bullying is suspected or alleged
6 understand how to work with children and young people to support their safety and wellbeing	6.1 explain how to support children and young people's self-confidence and self-esteem
	6.2 analyse the importance of supporting resilience in children and young people
	6.3 explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
	6.4 explain ways of empowering children and young people to make positive and informed choices that support their well being and safety

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
7 understand the importance of e-safety for children and young people	7.1 explain the risks and possible consequences for children and young people of being online and of using a mobile phone
	7.2 describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> a social networking b internet use c buying online d using a mobile phone

Unit Title:	Support assessment for learning
About this unit	This unit assesses the learner's knowledge, understanding and skills to support assessment for learning. It requires demonstration of competence in using assessment strategies to promote learning, supporting learners to review their learning strategies and achievements, and working with the teacher to review assessment for learning processes and outcomes
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 understand the purpose and characteristics of assessment for learning	1.1 compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements
	1.2 summarise the difference between formative and summative assessment
	1.3 explain the characteristics of assessment for learning
	1.4 explain the importance and benefits of assessment for learning
	1.5 explain how assessment for learning can contribute to planning for future learning carried out by: <ul style="list-style-type: none"> a the teacher b the learners c the learning support practitioner
2 be able to use assessment strategies to promote learning	2.1 obtain the information required to support assessment for learning
	2.2 use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners
	2.3 use assessment opportunities and strategies to gain information and make judgements about how well learners are participating in activities and the progress they are making
	2.4 provide constructive feedback to learners to help them understand what they have done well and what they need to develop
	2.5 provide opportunities and encouragement for learners to improve upon their work

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
3 be able to support learners in reviewing their learning strategies and achievements	3.1 use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs
	3.2 listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning
	3.3 support learners in using peer assessment and self-assessment to evaluate their learning achievements
	3.4 support learners to: <ul style="list-style-type: none"> a reflect on their learning b identify the progress they have made c identify their emerging learning needs d identify the strengths and weaknesses of their learning strategies and plan how to improve them
4 be able to contribute to reviewing assessment for learning	4.1 provide feedback to the teacher on: <ul style="list-style-type: none"> a learner participation and progress in the learning activities b learners' engagement in and response to assessment for learning c learners' progress in taking responsibility for their own learning
	4.2 use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning

Unit Title:	Plan a Physical Education and School Sport Programme
About this unit	<p>This unit assesses the learner's ability to use information gathered about the National Curriculum Programme of Study for Physical Education to contribute to the planning of High-Quality Physical Education and School Sport curricular and extra-curricular activities, under the supervision of a suitably qualified teacher. You will assess pupil(s') levels of achievement against baseline achievement levels for the Key Stage they are in and pupils' needs to contribute to the planning of a High-Quality Physical Education and School Sport programme. A plan for the identification of resources and ongoing evaluation of the aspirations of the programme is also required.</p>
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 be able to design and plan a High-Quality Physical Education and School Sport activity programme to promote pupil achievement in Physical Education	1.1 justify the structure and content of a Physical Education and School Sport annual programme of activity
	1.2 distinguish the activities to be included in an annual programme, consistent with the evaluation of: <ul style="list-style-type: none"> a the National Curriculum Programme of Study for Physical Education b extra-curricular physical activity c pupil(s') development/ Key Stage d pupil(s') progress and attainment e goals linked to other areas of the National Curriculum
	1.3 develop an outline plan for a unit of work from within the annual programme
	1.4 develop individual session plans that: <ul style="list-style-type: none"> a consist of challenging outcomes to meet high expectations corresponding to the stage, abilities and needs of pupils b help pupils to achieve goals against Physical Education stated aims c ensure that planned activities are consistent with agreed Safe Practice in Physical Education and School Sport d are progressively linked
	1.5 develop contingencies to address a variety of scenarios
	1.6 review and revise the planned activities with a teacher, pupils and others

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
2 be able to identify and access resources to support the delivery of a High-Quality Physical Education and School Sport programme	2.1 clarify sources of information and resources to support the planning process
	2.2 distinguish the resources needed to deliver the unit of work and individual planned sessions
	2.3 justify how the planned resources meet the stage, abilities and needs of pupils
	2.4 explain how to access the resources required
	2.5 ensure the resources meet with the accepted guidelines for Safe Practice in Physical Education and School Sport
3 4 be able to plan for the review of a High-Quality Physical Education and School Sport programme	3.1 justify who will contribute to the planned review process
	3.2 distinguish viable methods to review the programme that are safe, valid and reliable
	3.3 develop a review schedule for the programme
	3.4 review and revise the review schedule with a teacher, pupils and others

Unit Title:	Deliver a Physical Education and School Sport Programme
About this unit	<p>This unit assesses the learner's ability to use information gathered about the National Curriculum Programme of Study for Physical Education to contribute to the delivery of High-Quality Physical Education and School Sport curricular and extra-curricular activities, under the supervision of a suitably qualified teacher. You will be required to demonstrate an appropriate knowledge of the National Curriculum Programme of Study for Physical Education, review pupils' progress throughout the delivery of a Physical Education and School Sport Programme at identified times and respond to pupil(s') progress and the effectiveness of the programme through the implementation of contingencies and modifications.</p>
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 be able to establish and maintain relationships with pupils and others involved in the delivery of the Physical Education and School Sport Programme	1.1 summarise information about the programme to teachers, pupils, parents and others (e.g. other coaches or facility management)
	1.2 coordinate the allocation of resources and brief others on their responsibilities and contributions to the programme
	1.3 implement the resources needed to deliver a unit of work and individual planned sessions from within the Physical Education and School Sport annual programme of activity
	1.4 ensure others understand and apply the guidelines for Safe Practice in Physical Education and School Sport when working with pupils
	1.5 establish positive relationships with pupils and others
	1.6 apply communication styles appropriate to: <ul style="list-style-type: none"> pupil(s) others delivery of the programme
	1.7 demonstrate how to provide opportunities for pupils to enjoy the learning experience
	1.8 manage pupils' engagement with each other effectively and fairly, in a way appropriate to their needs
	1.9 demonstrate how to adapt own delivery to suit the changing environment and pupil(s') needs and abilities

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
2 be able to deliver a High-Quality Physical Education and School Sport programme	2.1 implement the Physical Education and School Sport annual programme of activity
	2.2 demonstrate how to allocate activities to pupils in a way that is appropriate to them and is likely to maximise learning
	2.3 provide demonstrations that are technically correct
	2.4 explain the activities in a way appropriate to the pupils' level of understanding
	2.5 apply motivational techniques to help pupils achieve goals against Physical Education stated aims
	2.6 implement methods to check pupils' understanding
	2.7 demonstrate how to support a range of abilities to enable pupils to learn and participate effectively
	2.8 apply the principles of inclusion to meet a range of learner's needs
3 be able to review pupil(s') progress during the implementation of the Physical Education and School Sport programme	3.1 evaluate pupil(s') performance using methods identified in the evaluation plan
	3.2 compile information on the evaluation of pupil(s') progress and attainment
	3.3 empower pupils to evaluate and recognise their achievements
	3.4 demonstrate how to give appropriate, positive and timely feedback
	3.5 evaluate pupil(s') progress in a fair and equitable manner
	3.6 identify and agree improvements to the programme as a result of the review activities
	3.7 record evaluations in a format that will allow them to be shared

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
4 Understand how to modify the Physical Education and School Sport programme in response to feedback and changes in needs	4.1 diagnose goals and components of the Physical Education and School Sport programme that may need to be adapted
	4.2 develop contingency plans
	4.3 justify and agree modifications to goals and programmes with teacher(s), pupil(s) and relevant others
	4.4 explain resource implications as a result of modifications made
	4.5 introduce the modifications to teacher(s), pupil(s) and relevant others, appropriate to their needs
	4.6 monitor the impact of improvements made and modify the programme as necessary

Unit Title:	Review the Delivery of a Physical Education and School Sport Programme
About this unit	<p>This unit assesses the learner's ability to use information gathered about the delivery of a National Curriculum Programme of Study for Physical Education to contribute to the review of the implementation of High-Quality Physical Education and School Sport curricular and extra-curricular activities, under the supervision of a suitably qualified teacher. The learner is also required to identify personal development needs and how they can support others in developing their skills and knowledge within a Physical Education and School Sport setting against an evaluation plan and recognise opportunities to improve future programmes and make personal contributions to them.</p>
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 be able to monitor the implementation of a High-Quality Physical Education and School Sport programme	1.1 explain the importance of the reviews to teacher(s), pupil(s), parent(s) and others and encourage them to contribute
	1.2 evaluate the implementation of the programme based on a pre-planned review schedule
	1.3 collect and record monitoring information at planned points throughout the programme
	1.4 check that information collected is valid and reliable
	1.5 collate the information in a way that will help it to be analysed
	1.6 analyse the information and feedback to determine: <ul style="list-style-type: none"> a whether the programme met its intended goals b whether the programme challenged and set high expectations for all learners c whether the content, structure, breadth and balance of the programme were appropriate d the appropriateness of resources e whether the programme was safe and promoted positive behaviours towards learning f own performance and the contributions of others
	1.7 treat confidential information appropriately
	1.8 explain the impact recommendations for improvement will have on future programmes

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
2 be able to monitor and review own contributions to the Physical Education and School Sport programme	2.1 reflect on all aspects of own current teaching/ coaching and learning practice throughout the programme
	2.2 develop and record a personal action plan that will help improve own teaching/ coaching and learning practice for identified areas
	2.3 identify development activities that can contribute to a personal action plan
	2.4 participate in development activities to improve own personal teaching/ coaching and learning performance
3 be able to provide assistance in the development of other adults supporting learners	3.1 describe the typical skills and knowledge required of other adults supporting learners
	3.2 evaluate learning resources that could support the development of other adults supporting learners
	3.3 explain the provision of development guidance and support to other adults supporting learners within own level of expertise
	3.4 provide development and support in a manner, level and pace appropriate to other adults supporting learners' needs
	3.5 evaluate the outcomes of the development and support provided
	3.6 provide feedback to other adults supporting learners on their performance and contributions
	3.7 identify relevant people who may be able to provide advice on issues outside own area of competence or authority

Unit Title:	Organise and lead a sports event or competition
About this unit	This unit assesses the learners' ability to plan and deliver a sports event. Learners will be expected to demonstrate team work and communication skills whilst highlighting the importance of effective planning and organisation. The unit will help the learner to understand the implications and considerations of running a sports event.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 plan an event or competition for a specific community group.	1.1 produce a proposal that outlines the structure of the event or competition
	1.2 undertake the planning of an event or competition
2 promote an event or competition	2.1 promote the event or competition in a range of ways for a variety of different audiences.
3 work with internal and external partners	3.1 work effectively with external partners in the planning and delivery of an event or competition
	3.2 work effectively with internal colleagues in the planning and delivery of an event or competition
4 take part in the evaluation of the event or competition	4.1 evaluate the event and identify what went well and less well and suggest what should be done differently next time
	4.2 evaluate the impact the event or competition had upon the specific community group
	4.3 report the findings to external partners
	4.4 independently evaluate the role they played, identifying their strengths and areas for development

Unit Title:	Preparing for the mentoring role
About this unit	This unit assesses the learner's knowledge and understanding of the mentoring role and the responsibility for creating effective mentoring relationships enabling learners to understand the importance of effective feedback both to their students and to improve their own practice
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 understand own role and responsibilities in relation to mentoring.	1.1 describe the role and responsibilities of the mentor
	1.2 explain the skills required for mentoring
	1.3 identify the need for codes of conduct and ground rules when setting boundaries for mentoring
	1.4 explain the importance of confidentiality in a mentoring relationship
2 understand ways to identify individual mentoring needs	2.1 describe ways in which individual coaching needs are identified
	2.2 identify learning needs that can be met through mentoring
	2.3 explain ways to clarify the learner's goals and facilitate their achievement
3 understand techniques to establish and maintain a mentoring relationship	3.1 explain key techniques of mentoring that meet learner needs
	3.2 identify resources required for mentoring
	3.3 describe how potential barriers to mentoring can be overcome through building a rapport with individuals in mentoring sessions
	3.4 describe ways of creating an environment in which effective mentoring can take place
4 understand how to review progress through mentoring	4.1 describe how to review the mentee's progress
	4.2 explain how to provide feedback to learners on their progress
	4.3 explain how to use learning received through mentoring
	4.4 review own mentoring role and identify areas for development

Unit Title:	Support gifted and talented learners
About this unit	This assesses the learner's knowledge, understanding and skills to support gifted and talented learners. Learners will be expected to plan and deliver learning programmes and activities to meet the personalised learning needs of learners. It also involves supporting learners to evaluate their learning strategies and achievements and plan future learning, and signposting learners to other opportunities for developing their particular gifts or talents.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 understand the needs of gifted and talented learners	1.1 explain the particular gifts or talents of learners in the setting
	1.2 analyse the additional learning needs of gifted and talented learners in the setting
	1.3 identify sources of support for gifted and talented pupils: a within the setting b outside of the setting
2 be able to contribute to planning learning programmes for gifted and talented learners	2.1 use knowledge of the learners and curriculum to contribute to planning learning programmes to meet the personalised learning needs of gifted and talented learners
	2.2 work with others to identify acceleration, extension and enrichment activities to meet the needs of gifted and talented learners in the setting
	2.3 develop learning activities based on the planned learning objectives to: a add breadth and depth b accelerate the pace of learning c develop higher order learning skills d promote independent learning e support reflection and self-evaluation f maintain learners' motivation and interest
	2.4 select and prepare learning resources relevant to: a the learners' needs, interests and abilities b the enriched teaching and learning objectives

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
3 be able to support learning activities for gifted and talented learners	3.1 demonstrate a range of strategies for ensuring the active participation of gifted and talented learners in learning activities
	3.2 work in partnership with learners to support the learning process
	3.3 support learners in evaluating the extent to which the learning activities enabled them to meet their learning objectives
	3.4 support learners to evaluate their learning strategies and achievements and plan future learning
	3.5 provide information to learners about other opportunities for developing their particular gifts or talents

Unit Title:	Facilitate community-based sport and physical activity
About this unit	This unit assesses the learner's knowledge and competence in the facilitation of a community-based sport and physical activity
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 know how to facilitate community-based sport and physical activity	1.1 explain the potential which sport and physical activity have for community development
	1.2 explain government policies in relation to sport and physical activity in the community
	1.3 explain the potential which widening community participation has for the development of sport and physical activity
	1.4 explain the relationship between levels of physical activity and health in the community
	1.5 compare and contrast community sports approaches with conventional sports approaches
	1.6 identify and explain key concepts and principles of a community empowerment approach
	1.7 identify own organisation's strategies and policies for community-based sport and physical activity
	1.8 interpret the policies and practices of other organisations which are relevant to own work in community-based sport and physical activity
2 know how to research the community and establish working relationships	2.1 identify models and case studies of effective practice in community-based sport and physical activity
	2.2 compare and contrast different types of communities – for example, urban and rural – and how their different features and needs will influence working practices
	2.3 explain why it is important to develop an accurate understanding of the community in which work is carried out
	2.4 evaluate the advantages and disadvantages of different sources of information and research methods which should be used to develop an understanding of the community
	2.5 identify the broad types of community issues that may impact on new programmes of activity
	2.6 explain how to analyse the information collected and how to draw conclusions based on this analysis

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
2 know how to research the community and establish working relationships (cont.)	2.7 explain the importance of exploring and challenging assumptions of self or others about the community
	2.8 identify partnerships which may already exist in or with the community
	2.9 explain why it is important to understand relationships and hierarchies in communities and partnerships
	2.10 explain how to identify, establish contact and network with the people most relevant to own work in the community
	2.11 explain why it is important to approach people and establish a relationship with them in a way that is appropriate to them and their expectations
	2.12 explain how to approach people and establish a relationship with them in a way that is appropriate to them and their expectations
	2.13 explain how to build lasting and respectful relationships with people in the community
	2.14 explain why it is important to explain own role, aims and objectives and clarify any information about responsibilities
	2.15 explain the importance of collaborative working and trying, wherever possible, to align agendas
	2.16 explain how to identify and bring together people in the community who could contribute to and benefit from possible sport and physical activity programmes
	2.17 explain how to identify community needs and ways in which sport and active recreation might address these needs whilst working closely with target communities
	2.18 describe the typical target groups in the community
	2.19 explain the likely 'hooks' that will involve target groups in sport and active recreation
	2.20 explain how to make programmes accessible to target groups
	2.21 explain how to promote programmes to target groups

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
3 be able to research the community and establish working relationships	3.1 collect, organise and analyse as much relevant information about the community as possible
	3.2 explore and challenge assumptions where necessary
	3.3 develop an evidence-based community profile and consult to ensure conclusions are valid
	3.4 make contact with the people most relevant to own work in a way that is appropriate to them
	3.5 explain own role, aims and objectives in a way that is consistent with own organisation's strategy
	3.6 where possible, negotiate how to bring own objectives and those of others into alignment
	3.7 identify and agree ways of working collaboratively and building own relationship
	3.8 record what has been learned, for future reference
4 know how to plan and deliver sport and physical activity programmes in the community	4.1 explain how to develop programmes that address issues such as inclusion, personal development, social development, as well as physical and skills-based development
	4.2 explain how to consult effectively in a community and why it is important to make use of community feedback
	4.3 describe why it may be necessary to make use of unconventional facilities for programmes, what types of facilities could be used, and how to adapt them
	4.4 explain how to select staff for community based programmes and the types of skills, qualities and experience to be looked for
	4.5 describe why it is important that staff understand the specific aims and objectives of programme, projects and the organisation as a whole
	4.6 describe why it is important to monitor programmes and respond to new opportunities, interests and needs
	4.7 explain how to encourage and empower people to express community needs

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
4 know how to plan and deliver sport and physical activity programmes in the community	4.8 explain how to influence people and use evidence-based research to demonstrate how sport and physical activity can benefit communities and stimulate their development
	4.9 explain how to enable people to identify opportunities for participation in sport and physical activity that could address community needs
	4.10 evaluate the advantages and disadvantages of different types of opportunities for participation in sport and physical activity that could address community needs
	4.11 explain why people in the community need to understand their own strengths and weaknesses in relation to planning and providing opportunities
	4.12 explain how to support people in the community to understand their own strengths and weaknesses in relation to planning and providing opportunities
5 be able to plan and deliver sport and physical activity programmes in the community	5.1 bring together people in the community who could contribute to and benefit from possible programmes
	5.2 enable people to identify community needs and possible target groups
	5.3 enable people to see how sport and physical activity programmes could help to meet these needs
	5.4 develop aims, objectives and plans for programmes which will meet community needs and be attractive and accessible to the target groups
	5.5 carry out effective community consultation on plans with relevant people, using feedback to improve plans
	5.6 organise the programmes, using resources most appropriate to the aims and objectives and ensuring inclusivity for the target group
	5.7 promote the programmes in a way that will be attractive to the target groups, and deal with referrals from other agencies when they occur
	5.8 make sure all staff understand the aims and objectives of the programmes and work in a way which will achieve these

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
5 be able to plan and deliver sport and physical activity programmes in the community (cont.)	5.9 monitor the programmes and make adjustments taking account of new and emerging interests, needs and opportunities
	5.10 work with people in the community to evaluate the programmes and identify potential improvements and further developments
6 know how to enable communities to organise and sustain opportunities for participation and progression	6.1 explain why it is important to encourage people to use their own community resources, for example volunteers, facilities, etc, rather than relying completely on support from other people
	6.2 explain how to identify and address weaknesses in the target community in relation to planning and organising opportunities
	6.3 identify types of conflict that may occur between different sections of the community and how to negotiate conflict resolution
	6.4 explain how to empower people to evaluate and promote the benefits that arise from opportunities for sport and physical activity
	6.5 explain why sustainable development and capacity building are important when developing sport and physical activity within communities
	6.6 explain how to promote the longer term benefits that can arise from target groups having the opportunity to participate in and develop within sport and physical activity
	6.7 explain how to empower people to establish more permanent legacy strategies and structures for sport and physical activity in their community
7 be able to enable communities to organise and sustain opportunities for participation and progression	7.1 empower people to identify longer term community needs and explore possible opportunities for participation and progression
	7.2 empower people to identify how they can integrate possible opportunities with existing projects and initiatives
	7.3 empower people to identify and assess their own strengths and weaknesses in relation to these possible opportunities

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
7 be able to enable communities to organise and sustain opportunities for participation and progression (cont.)	7.4 encourage people to make best use of community strengths and resources whilst providing them with the professional support they need to address weaknesses
	7.5 empower people to deal with conflict and negotiate effective ways of working together
	7.6 empower people to evaluate opportunities when they have occurred and to identify the benefits
	7.7 support people to plan and develop a legacy of more permanent structures, skills and resources for participation and progression
	7.8 plan, agree and follow through a strategy for the community to sustain participation and progression without own personal involvement
	7.9 maintain contact with people to evaluate progress and identify any other types of support they may need

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- spectator safety
- leisure operations and management
- education and training
- sports volunteering
- first aid and injury management
- functional skills
- physical education and school sport
- using sport to tackle youth crime
- employee rights and responsibilities
- exercise and fitness
- multi-skills development
- the outdoors
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- Governance and management by processes
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- Partnerships and innovation
- Customer satisfaction and result orientation.

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