

# 1st4sport Level 2 Award in Applying Health and Wellbeing Principles through Physical Activity

Qualification Specification



## About Us

Welcome to 1st4sport, established in 2000, 1st4sport Qualifications are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

**Our Mission:** To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

**Our Direction:** We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

## Qualification Specification

|                                  |   |
|----------------------------------|---|
| Title:                           | 1st4sport Level 2 Award in Applying Health and Wellbeing Principles through Physical Activity   |
| Qualification Overview:          | Prepares learners to support participants to build healthy lifestyles.  |
| Qualification Code:              | L2AAHWBP  |
| Qualification Regulation Number: | 603/7615/6  |
| Guided Learning Hours (GLH):     | 14  |
| Total Qualification Time (TQT):  | 16  |
| Credit Value (if applicable):    | Not applicable  |
| Operational Start Date:          | 01/07/2021  |
| Qualification Review Date:       | 30/06/2024  |
| Learner Registration Period:     | 2 years   |
| Qualification Objective:         | This qualification qualifies learners to support healthy lifestyles in early years, children, young adults, adults, and older adults. |
| Qualification Purpose:           | Prepare for employment in a specific occupational area.   |

### Who is this qualification for?

The qualification is designed for those who aspire to apply health and well-being principles in the delivery of physical activity sessions. This includes coaches, teachers or instructors and is particularly relevant to those who aspire to learn more about the Health Agenda.

### Qualification Progression

The qualification will enable successful learners to progress to other health and wellbeing qualifications in specific contexts or at a higher level. Alternatively, they will be able to continue to progress onto higher qualifications in their current environment which includes coaching, teaching or instruction in the sport physical activity and active leisure sector.

This qualification may support paid employment or unpaid voluntary roles in the sport physical activity or active leisure sector and serves as continued professional development.

## Entry Requirements

Learners must be a minimum of 14 years old at registration and 14 years old at certification.

## Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 14 years of age
- be able to undertake this assessment in English or Welsh (if available)

## Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 2 of 2 mandatory units),
- Practical Demonstration/Assignment (in 1 of 2 mandatory units)

## Grading Methods

This qualification will be graded Pass / Fail.

## Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

### Mandatory Units

| Unit ID    | Unit Title  | GLH |
|------------|---|-----|
| D/508/2337 | Health and Well-Being Principles                            | 9   |
| H/508/2338 | Health and Well-Being Application Through Physical Activity | 5   |

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification

|                                  |   |
|----------------------------------|---|
| <b>Unit Title</b>                | Health and Well-Being Principles  |
| <b>Unit Aim</b>                  | This unit aims to develop the learner's understanding of the concept of health and well-being, the impact of healthy lifestyles and the health and well-being needs across a range of environments and populations. |
| <b>Unique Unit Number</b>        | D/508/2337  |
| <b>Unit Assessment Method(s)</b> | Coursework  |
| <b>Assessment Specification</b>  | Learners are required to complete a series of written tasks; creating a portfolio of evidence of their understanding.   |

### Learning Outcome: 1. understand the concept of health and well-being

| Assessment Criteria<br>The learner can:                      | Mandatory Delivery Content<br>The learner will develop an understanding of:  | Evidence Requirements<br>The learner is required to complete: |
|--|--|---|
| 1.1 define health and well-being                             | <ul style="list-style-type: none"> <li>definition of health and well-being</li> <li>differentiate health and well-being across populations</li> </ul>  |   |
| 1.2 discuss the key concepts of health and well-being agenda | <ul style="list-style-type: none"> <li>discuss key concepts within the current government agenda</li> <li>identify local and national initiatives designed to support the health agenda</li> </ul> |   |

### Learning Outcome: 2. understand the impact of lifestyle choices on health and well-being

| Assessment Criteria<br>The learner can:   | Mandatory Delivery Content<br>The learner will develop an understanding of:  | Evidence Requirements<br>The learner is required to complete: |
|---|--|---|
| 2.1 understand the impact of positive social influences on health and well-being    | <ul style="list-style-type: none"> <li>discuss the effect of social interaction on confidence</li> <li>discuss the effect of social interaction on behaviour</li> </ul>  |   |
| 2.2 understand the impact of physical activity on health and well-being             | <ul style="list-style-type: none"> <li>discuss the effect of physical activity on the body</li> <li>discuss the effect of physical activity on the mind</li> <li>discuss the social benefits of physical activity</li> </ul>   |   |
| 2.3 understand the impact of diet, nutrition and hydration on health and well-being | <ul style="list-style-type: none"> <li>discuss the effect of diet, nutrition and hydration on physical capabilities</li> <li>discuss the effect of diet, nutrition and hydration on the mental capacity</li> <li>discuss the effect of diet, nutrition and hydration on the emotional state</li> </ul> |   |
| 2.4 understand the impact of sleep on health and well-being                         | <ul style="list-style-type: none"> <li>compare the effects sleep on physical capabilities</li> <li>compare the compare the effects sleep on the mental capacity</li> <li>evaluate the effect of sleep on the emotional state</li> </ul>  |   |
| 2.5 understand the impact of drugs and substances on health and well-being          | <ul style="list-style-type: none"> <li>discuss the effects of drugs and substance misuse on the body</li> <li>discuss the effects of drugs and substance misuse on the mental capacity</li> <li>discuss the effects of drugs and substance misuse on the emotional state</li> </ul>                    |   |

**Learning Outcome: 3. differentiate health and well-being for range of environments**

| <b>Assessment Criteria</b><br>The learner can:   | <b>Mandatory Delivery Content</b><br>The learner will develop an understanding of:   | <b>Evidence Requirements</b><br>The learner is required to complete: |
|--|--|--|
| 3.1 describe principles and practices related to the development of health and well-being in early years               | <ul style="list-style-type: none"> <li>• understand impact of health and well-being on growth and development in early years</li> <li>• understand the impact of health and well-being on physical and mental capabilities in early years</li> <li>• understand the impact of health and well-being on emotional development in early years</li> <li>• understand the impact of whole community approaches</li> </ul>  |  |
| 3.2 describe principles and practices related to the development of health and well-being in children and young adults | <ul style="list-style-type: none"> <li>• understand the impact of health and well-being on growth, development and adolescence</li> <li>• understand the impact of health and well-being on academic achievement</li> <li>• understand the impact of health and well-being on achievements (academic, social, physical)</li> <li>• understand the impact of culture, ethos and environment within school setting on health, well-being and readiness to learn</li> <li>• understand the impact of whole school and community approaches and links to Ofsted curriculum</li> <li>• understand the impact of whole community approaches</li> </ul> |  |
| 3.3 describe principles and practices related to the development of health and well-being in adults and older adults   | <ul style="list-style-type: none"> <li>• understand the impact of health and well-being on pregnancy</li> <li>• understand the impact of health and well-being on work achievements</li> <li>• understand the impact of health and well-being on recreational activities and achievements</li> <li>• understand the impact health and well-being on the older adults body and mental capacity</li> <li>• understand the impact of whole community approaches</li> </ul>  |  |

|                                  |   |
|----------------------------------|---|
| <b>Unit Title</b>                | Health and Well-Being Application Through Physical Activity   |
| <b>Unit Aim</b>                  | This unit aims to develop the learner's ability to apply health and well-being principles within a physical activity session. The learner is required to plan, deliver and review a session within a specific context; identifying how the session has supported the health and well-being of the participants. |
| <b>Unique Unit Number</b>        | H/508/2338  |
| <b>Unit Assessment Method(s)</b> | - Coursework<br>- Practical Demonstration/Assignment  |
| <b>Assessment Specification</b>  | Learners are required to demonstrate their ability to plan, deliver and review a physical activity session within a specified context; embedding health and safety principles throughout. The session is required to be 20 minutes and can be completed in a simulated environment.                             |

**Learning Outcome: 1. be able to embed health and well-being principles when planning physical activity sessions**

| <b>Assessment Criteria</b><br>The learner can:                                     | <b>Mandatory Delivery Content</b><br>The learner will develop an understanding of:   | <b>Evidence Requirements</b><br>The learner is required to complete: |
|--|--|--|
| 1.1 identify the health and well-being needs of the participant group              | <ul style="list-style-type: none"> <li>identify the needs of the participant group from early years, children, young adults, adults and older adults</li> </ul>  |  |
| 1.2 embed health and well-being principles within a physical activity session plan | <ul style="list-style-type: none"> <li>ensure that the balance of activities and health and safety principles is relevant to the needs of the participant group</li> <li>ensure inclusivity</li> </ul> |  |



**Learning Outcome: 2. be able to deliver physical activities which embed health and well-being principles**

| <b>Assessment Criteria</b><br>The learner can:  | <b>Mandatory Delivery Content</b><br>The learner will develop an understanding of:  | <b>Evidence Requirements</b><br>The learner is required to complete: |
|---|---|--|
| 2.1 prepare an environment which is beneficial to health and well-being of a particular participant group | <ul style="list-style-type: none"> <li>• conduct a risk assessment to promote safety and well being</li> <li>• set up the equipment required for the session</li> </ul>   |  |
| 2.2 deliver and conclude a physical activity beneficial to health and wellbeing                           | <p>Preparation</p> <ul style="list-style-type: none"> <li>• establishing the objective in line with health and wellbeing</li> <li>• establishing ground rules</li> <li>• warm-ups</li> <li>• hydration</li> </ul> <p>Delivery</p> <ul style="list-style-type: none"> <li>• hydration and rest periods throughout the session</li> <li>• deliver activities to promote support social interaction</li> <li>• deliver activities to promote confidence</li> <li>• deliver activities to promote physical, mental and emotional development</li> </ul> <p>Conclusion</p> <ul style="list-style-type: none"> <li>• cool-down activities</li> <li>• discussion with the participant group to reflect on the impact on their health and well-being</li> </ul> |  |

**Learning Outcome: 3. be able to review the impact of a physical activities on health and well being**

| <b>Assessment Criteria</b><br>The learner can:                                     | <b>Mandatory Delivery Content</b><br>The learner will develop an understanding of:   | <b>Evidence Requirements</b><br>The learner is required to complete: |
|--|--|--|
| 3.1 review the impact of the session on health and well-being of participants      | <ul style="list-style-type: none"> <li>• use the views of the participants to review the impact of the session on the health and well-being of the participant group</li> <li>• identify participants that need additional support to ensure health and well-being; conduct referrals</li> </ul> |  |
| 3.2 reflect on the impact of own practice on health and well-being of participants | <ul style="list-style-type: none"> <li>• identify where the session would need to be adapted for a different participant group</li> </ul>  |  |

## Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

## Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

### Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

- occupationally competent in coaching, teaching or instructing
- hold a regulated and recognised qualification in coaching, teaching or instructing qualification (at least Level 2)

### Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

- hold a regulated qualification in assessing
- hold a regulated and recognised qualification in coaching, teaching or instructing qualification (at least Level 2).

### Internal Verifier(s) and Quality Assurer(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

- be occupationally competent in coaching, teaching or instructing
- hold a recognised qualification in internal quality assurance

## Additional Qualification Requirements

The minimum venue, facility and requirements stated in the centre handbook apply.

In addition further qualification specific requirements are: The recognised centre is required to have one or more delivery sites with facilities to support the programme of training and assessment.

The recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment which must include:

- physical activity equipment including but not limited to balls, bibs, goal posts, racquets, bats.

This qualification is regulated by Ofqual (603/7615/6).

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