

1st4sport Level 3 Award in Delivering Learning

Qualification Specification



About Us

Welcome to 1st4sport, established in 2000, 1st4sport 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 3 Award in Delivering Learning
Qualification Overview:	Introduction to teaching qualification that will educate your learners about teaching/training in the further education and skills sector.
Qualification Code:	L3ADLQ2
Qualification Regulation Number:	601/0920/8
Guided Learning Hours (GLH):	24
Total Qualification Time (TQT):	60
Credit Value (if applicable):	6
Operational Start Date:	01/09/2013
Qualification Review Date:	28/02/2026
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to deliver coach education programmes, where applicable.
Qualification Purpose:	Prepare for employment in a specific occupational area.

Who is this qualification for?

The qualification is designed for those aspiring to teach or new to teaching in the further education and skills sector.

Qualification Progression

Holders of this qualification can progress to the Level 3 Award in Education and Training, Level 4 Certificate in Education and Training, or the Level 5 Diploma in Education and Training or other higher level teaching qualifications depending upon the role and associated teaching responsibilities.

Learners are able to deliver coach education programmes, where applicable.

Entry Requirements

Learners must be a minimum of 18 years old at registration and 18 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 18 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 1 of 1 mandatory units),
- Practical Demonstration/Assignment (in 1 of 1 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

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/505/0052	Understanding and using inclusive teaching and learning approaches in education and training	24

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Understanding and using inclusive teaching and learning approaches in education and training
Unit Aim	The purpose of the unit is to enable the learner to understand and use inclusive teaching and learning approaches to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners, and the planning, delivery and evaluation of inclusive teaching and learning. It requires the learner to deliver a microteaching session and to evaluate their own delivery practice.
Unique Unit Number	D/505/0052
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	For this unit, learners/ trainee tutors must be involved in at least one hour of microteaching. Each learner/ trainee tutor must: (i) complete 30-minutes (minimum) of teaching/ microteaching sessions that are observed and assessed by an appropriately qualified assessor. (ii) observe and review 30 minutes of teaching/ microteaching sessions of at least one other trainee tutor or experienced tutor/ teacher. Trainee tutors who are currently teaching may prefer to use one of their teaching sessions within their usual teaching environment to meet the requirements of this unit, instead of microteaching to peers.

Learning Outcome: 1. Understand inclusive teaching and learning approaches in education and training.

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Describe features of inclusive teaching and learning.	
1.2 Compare strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs.	
1.3 Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills.	

Learning Outcome: 2. Understand ways to create an inclusive teaching and learning environment.

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Explain why it is important to create an inclusive learning and teaching environment.	
2.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs.	
2.3 Explain ways to engage and motivate learners.	
2.4 Summarise ways to establish ground rules with learners.	

Learning Outcome: 3. Be able to plan inclusive teaching and learning

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Devise an inclusive teaching and learning plan.	
3.2 Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs.	

Learning Outcome: 4. Be able to deliver inclusive teaching and learning.

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Use teaching and learning approaches, resources and assessment methods to meet individual learner needs.	
4.2 Communicate with learners in ways that meet their individual needs.	
4.3 Provide constructive feedback to learners to meet their individual needs.	

Learning Outcome: 5. Be able to evaluate the delivery of inclusive teaching and learning.

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Review the effectiveness of own delivery of inclusive teaching and learning.	
5.2 Identify areas for improvement in own delivery of inclusive teaching and learning.	

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.

Tutors are required to:

- hold a recognised teaching qualification or have substantial and successful teaching experience in education and training
- have relevant teaching experience in an education or training context
- hold a recognised assessing qualification

For those without a teaching qualification, but with substantial experience, evidence must include a detailed CV and/or personal statement outlining relevant experience equivalent to a teaching qualification.

- CV detailing teaching positions held involving the role of an adult education teacher and outlining the experience relating to writing and reviewing own sessions plans based on a scheme of work. Roles requiring the delivery of prepared plans by a centre/NGB are not sufficient.

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.

Tutors are required to:

- hold a recognised teaching qualification or have substantial and successful teaching experience in education and training
- have relevant teaching experience in an education or training context
- hold a recognised assessing qualification

For those without a teaching qualification, but with substantial experience, evidence must include a detailed CV and/or personal statement outlining relevant experience equivalent to a teaching qualification.

- CV detailing teaching positions held involving the role of an adult education teacher and outlining the experience relating to writing and reviewing own sessions plans based on a scheme of work. Roles requiring the delivery of prepared plans by a centre/NGB are not sufficient.

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.

Internal quality assurers are required to:

- hold a recognised Introduction to Teaching qualification or Teaching qualification (or has substantial and successful teaching experience in education and training)
- have relevant teaching experience in an education or training context.
- hold a recognised assessing qualification
- hold a recognised IQA qualification

Additional Qualification Requirements

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

All training and/or assessment sites must include the following facilities:

- a suitable classroom facility/ lecture room
- an appropriate room/environment is available to carry out teaching/micro teaching assessments.

The environment must be conducive to learning; lighting, temperature and noise levels appropriate to learner needs.

The recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment which must comply with accepted health and safety practice and must include:

Learners have access to a range of the following teaching resources:

- power point projector
- interactive white board
- white board and pens
- flip chart and pens
- computer
- TV and DVD facilities
- Internet

This qualification is regulated by Ofqual (601/0920/8), CCEA and QiW (C00/0597/1 - Regulated).

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