

1st4sport Level 2 Diploma in Coaching Sport and Instructing Physical Activities

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

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 Diploma in Coaching Sport and Instructing Physical Activities
Qualification Overview:	Provides the knowledge, confidence and skills needed to coach sport and lead physical activity sessions.
Qualification Code:	L2DSPA
Qualification Regulation Number:	601/7696/9
Guided Learning Hours (GLH):	480
Total Qualification Time (TQT):	825
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/09/2016
Qualification Review Date:	31/03/2023
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to coach, lead or instruct sport or physical activity sessions.
Qualification Purpose:	Prepare for employment in a specific occupational area.

Who is this qualification for?

This qualification is designed for post-16 learners who wish to study a vocational sport and physical activity qualification and be provided with the opportunity to apply theory through a number of practical activities, such as coaching and leading physical activity sessions. It is directed at learners who have an interest in sport and physical activity.

Qualification Progression

This qualification may lead to paid employment or unpaid voluntary roles in coaching, leading or instructing sport or physical activity within the Active Leisure Industry. This could include supporting the delivery of activities within physical education and school sports, coaching sports or multi skills or securing a role within a leisure facility, holiday club or a community based participation programme.

It is essential to note that learners are not able to lead activities autonomously until they are 18 years old.

The qualification will support an application for an advanced apprenticeship in Supporting Teaching and Learning in Physical Education and School Sport, Sports Development and Leisure Management for learners seeking to progress to a paid in-training role rather than opting for traditional post-16 educational routes.

Entry Requirements

Learners must be a minimum of 16 years old at registration and 16 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 16 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 5 of 9 mandatory units),
- Multiple Choice Examination (in 1 of 9 mandatory units),
- Portfolio of Evidence (in 1 of 9 mandatory units),
- Practical Demonstration/Assignment (in 2 of 9 mandatory units),
- Written Examination (in 2 of 9 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
A/507/8179	Deliver Sport and Physical Activity Sessions	60
A/507/8182	Develop Personally and Professionally	30
F/507/8183	Identify Talent and Improve Performance	60
H/507/8175	Safeguard Participants	60
J/507/8184	Deliver Sport and Physical Activity in the Community	60
K/507/8176	Develop the Physique of the Participant	60
M/507/8177	Develop the Skills of the Participant	60
M/507/8180	Deliver Multi Skills Sessions	30
T/507/8181	Support Teachers to Deliver PE and School Sport	60

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Deliver Sport and Physical Activity Sessions
Unit Aim	The aim of this unit is to provide the underpinning knowledge for the introduction of different delivery styles required to deliver sport and physical activity sessions. Learners will be able to apply the relevant delivery styles between coaching, leading and instructing, depending upon the type of activity and participants.
Unique Unit Number	A/507/8179
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	The learner is required to deliver a 20 minutes section (minimum) of two of the 4 full coaching session plans developed for the Plan a series of coaching sessions unit. The sessions must be for a single sport or physical activity. The delivery of the sessions will be observed.

Learning Outcome: 1. Understand roles and responsibilities for different delivery roles in sports and physical activity

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 Describe the different delivery roles for sport and physical activity sessions, including: ? coach ? leader ? instructor	? Coach - improve technical and tactical skills in specific sport or skill through ongoing feedback to individuals and group, facilitate demonstrations, generally an ongoing and developmental process ? Leader - lead, coordinate, facilitate a group or individuals in activities, without providing technical and tactical feedback. ? Instructor - provide instructions for specific activities including common faults to avoid, no or very limited technical and tactical given on participant performance	

<p>1.2 Describe the responsibilities and qualities for the delivery roles</p>	<p>Generic features of the roles;</p> <ul style="list-style-type: none"> ? Role model, code of conduct and boundaries ? Health & safety – risk assessment, equipment/safety check ? Duty of care for all, Safeguarding and welfare – children & vulnerable adults ? Planning & organisation of sessions ? Interaction and relationship management with participant, volunteers and other professionals ? Motivator – reward positive behaviour ? Manage resources and information for, and about, participants ? the role in encouraging the pursuit of a healthy lifestyle, including an awareness of: <ul style="list-style-type: none"> ? nutrition ? hydration ? social and performance-enhancing drugs ? the principles of weight management in relation to the sport ? responsibilities related to inclusivity ? inclusive delivery of sessions and activities and where to gain information on this ? how to communicate, deal with and meet the needs of a variety of participant types: <ul style="list-style-type: none"> o disabled and non-disabled people o children/youth/adults o those who share protected characteristics ? how to assist with meeting the needs of participants who share protected characteristics ? recognising that different participants learn in different ways ? how different backgrounds and stages of participant development can impact on <ul style="list-style-type: none"> o age o skill development o emotional development. ? Five components of fitness: <ul style="list-style-type: none"> ? Speed ? Endurance ? Agility ? Balance ? Flexibility ? Common injuries in sport or physical activity ? How to minimise the risk ? How to support a return to participation post injury ? Testing for sport, generic vs sport specific (link to biomechanics of sport) ? Qualities: <ul style="list-style-type: none"> ? Approachable, empathetic, fair, equitable ? Professional –appearance, behaviour ? Confident ? Motivator, positive ‘can do’ attitude, enthusiastic ? Different emphasis required for each role: <ul style="list-style-type: none"> ? coach, leader, instructor 	
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Learning Outcome: 2. Be able to apply key features of communication in a sport and physical activity session

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 Outline the process of identifying learners' preferred learning styles	Learning styles were developed by Peter Honey and Alan Mumford, based upon the work of Kolb. They identified four distinct learning styles or preferences: ? Activist; ? Theorist; ? Pragmatist and; ? Reflector. Visual - Auditory - Kinaesthetic (VAK)	
2.2 Define the main methods of communication	Communication methods: ? Verbal - Tone, language, terminology, volume ? Visual - diagrams, picture, videos, demonstration (different speeds and angles) ? Kinaesthetic - walk through activities, skills, feel equipment ? Non-verbal - body language, facial expression, stance, listening skills ? General - personal presentation, pace of information, format of information, learning styles.	
2.3 Describe teaching and learning strategies	Mosston and Ashworth's continuum of teaching styles Command, Practice, Reciprocal, Self-check, Inclusion, Guided discovery, Convergent discovery, Divergent discovery, Learner-designed, Learner-initiated	
2.4 Identify how to support learners in taking responsibility for their own learning	? Gregorc test - Personal Thinking Styles	

Learning Outcome: 3. Be able to manage the behaviour and safety of participants in a sport and physical activity session

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 Review and utilise a risk assessment	Manage health and safety by preparing the environment and conduct a risk assessment for the activity	
3.2 Demonstrate how participant screening is used within a sport or physical activity session	Gather information about lifestyle, previous experience, and the needs of different participant groups. Parental/guardian consent, doctors letter, previous or current illness/injury, medication	
3.3 Describe a variety of methods to deal with challenging behaviour	Session/school/club rules, clear boundaries which are reinforced, clear consequences relevant to severity of behaviour, allocate participants appropriate responsibilities within session, participants to take responsibility for actions/behaviour, explanation of why specific behaviour is not acceptable	
3.4 Demonstrate positive behaviour management	Positive reinforcement of good behaviour, assign small tasks/roles to individuals where required, ignore poor but safe behaviour, distraction, treat participants fairly	

Learning Outcome: 4. Be able to plan sport and physical activity coaching sessions

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 Describe the planning process for sport and physical activity coaching sessions	<p>Session aims, type of participants (age, ability, experience, motivation) individual needs (screening/consent), duration, time, equipment, facilities, other staff, take account of risk assessment, liaison at facility. Selecting appropriate activities, communication style, deliver style (coach, lead, instruct), differentiation, inclusivity, contingencies</p> <p>Linked and progressive sessions</p> <ul style="list-style-type: none"> ? understanding the wider aims of the all the sessions ? how they interrelate ? sequential activities, repetition/recap, introduce next session at end of previous session ? balance of variety V familiar format ? how to respond to each session and review in next session. <p>Planning</p> <ul style="list-style-type: none"> ? sports coaching process of plan-do-review 	

	<ul style="list-style-type: none"> ? how individual coaching sessions support the aims of the coaching programme ? how to plan ? the principles of producing progressive sessions ? plan a series of progressive sessions with goals that are linked, progressive and consistent with the overall aims ? plan and prepare sessions involving realistic timings, sequences, intensity and duration of activities ? identify specific technical and tactical content to include within sessions ? plan for contingencies ? understand/demonstrate how to communicate with a variety of participant types - disabled and non-disabled people, children/ youth/adults ? understand/manage sessions for different backgrounds and stages of participant development and needs ? manage behaviours, positive and challenging, and encourage and motivate participants ? set ground rules ? develop participants socially, understand their motivations for participating, develop confidence and self-esteem ? understand how to build relationships and rapport with and between participants ? support participant(s) in taking responsibility for their own learning ? use and understand a range of coaching styles and understand how different participants learn, and manage differentiation ? visual, auditory, kinaesthetic and the combination of these traits in different participants' learning styles ? different types of demonstration ? participants' needs and modify session plan(s) to meet participants' changing needs ? the concepts of skill coordination, motor skill learning, skill acquisition, skill retention and skill transfer ? the techniques for developing participants' skill ? to measure participant development ? how to prepare participants for competition 	
<p>4.2 Produce linked and progressive session plans for series of sport and physical activity coaching sessions</p>	<p>Produce four linked and progressive session plans</p> <ul style="list-style-type: none"> ? equipment layout/floor plan, ? rationale for selection of activities for selected participant group and how they interlink over the four sessions ? take account of risk assessment outcomes ? contingencies ? how to utilise others in session (helper, parents, other coaches) 	

Learning Outcome: 5. Be able to deliver a sport or physical activity session

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
5.1 Deliver a sport and physical activity session	Considerations which should be addressed in the planning phase to implement in the delivery ? Coaching Inclusively ? Personal and Social Needs ? Stages of Development ? Physical ability ? Mental Skills Delivering Coaching Sessions ? provide information to participants ? organise the setting up, taking down and managing of equipment required for the session ? identify aims and objectives of sessions and set SMART/ tangible goals, and agree these with participants ? describe/demonstrate good practice principles of starting and ending coaching sessions ? understand physical and mental preparation - delivering warm-ups and cool-downs ? identify coaching techniques relevant to the participants' needs ? understand the balance of facilitation, instruction and demonstration ? ensure there is a balance of activities in the sessions ? use the principles of skill development in their coaching ? identify and utilise sport-specific rules and codes ? apply appropriate communication methods in the provision of technical guidance ? provide technical and tactical demonstrations and explanations that are correct ? communicate effectively with participants and show listening skills ? incorporate a variety of coaching styles in delivery ? observe participants' performance ? analyse participants' performance ? provide constructive technical and tactical feedback to participants throughout session ? offer information to participants after coaching sessions	

<p>5.2 Review a sport and physical activity session</p>	<p>Method of review – self-evaluation, participant, mentor, manager/supervisor, other staff responsible to you, parents/carers. Which aspects of the session are being reviewed Review Coaching Practice ? understand how to measure the quality of the coaching experience ? use a variety of evaluation methods that can be used to monitor participant(s) development and learning ? review and evaluate the session, using the views of participants and others, and using it to impact on future sessions ? agree the outcomes of the review with participants and others, advise them on their development needs and adapt future sessions to reflect needs ? utilise feedback from others</p>	
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Unit Title	Develop Personally and Professionally
Unit Aim	<p>The aim of this unit is to enable learners to understand the range of professional skills required to be successful in preparing for and maintaining employment or roles in the sport and active leisure sector. This unit will assess learners on their ability to apply study techniques in order to gain relevant qualifications. It also supports the development of communication skills and enables learners to manage their personal and professional development with the sport and active leisure industry. Assessment will involve engaging with a relevant employer.</p>
Unique Unit Number	A/507/8182
Unit Assessment Method(s)	Coursework
Assessment Specification	<p>One assessment with two parts.</p> <ol style="list-style-type: none"> 1. Portfolio of Evidence: Tasks 2. Assessment Report (including employer engagement)

Learning Outcome: 1. Be able to use study techniques in order to gain relevant qualifications required to operate in the sport and active leisure industry

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
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<p>1.1 Describe a range of note taking techniques</p>	<p>The following to be delivered:</p> <ul style="list-style-type: none"> ? Mnemonics ? Mind Maps ? System Maps ? Index Cards ? Abbreviations ? Audio Recording your notes <p>Discuss when the listed study skills would be relevant to a coach, leaders, instructor, teacher, assistant teacher.</p> <p>Discuss when the listed study skills would be relevant to a range of other</p>	
<p>1.2 Describe a range of writing formats</p>	<p>The following to be discussed:</p> <ul style="list-style-type: none"> ? Essay writing ? business and report writing ? proposals ? letter writing ? memos ? emails ? scientific writing. <p>Outline when all of the above would be applicable to those working in Sport and Active Leisure (sport psychologists, PE teachers, lecturers). Examples include:</p> <ul style="list-style-type: none"> ? A PE teacher writing a letter to parents ? Business Report Writing for a gym instructor/owner 	
<p>1.3 Summarise a range of factors which underpin successful assignments or projects</p>	<p>Elements to be covered:</p> <ul style="list-style-type: none"> ? How to understand the question (how to extract key words, etc) ? Extracting key information from the case study ? Gathering your materials to answer the question ? Creating a plan ? Drafting and redrafting your answer ? Editing and checking ? Peer-review ? Learning from feedback <p>Outline when the above would be applicable to those working in sport and active leisure</p>	

<p>1.4 Describe a range of factors which underpin effective presentations</p>	<p>Elements to be covered in any order.</p> <ul style="list-style-type: none"> ? Pacing speech correctly ? Pronunciation p ? Eye contact ? Confident posture ? Effective use of visual aids ? How to practise ? Preparation for questions ? Rehearsing with an audience ? Recording a rehearsal <p>Outline when all of the above would be applicable to those working in sport and active leisure (Sport Psychologists, PE Teachers, Lecturers,)</p>	
<p>1.5 Demonstrate how to reference using a range of methods.</p>	<p>Referencing schools to be covered are identified below:</p> <ul style="list-style-type: none"> ? Documentary note styles (Oxford, MHRA) ? Parenthetical styles (APA, Harvard and MLA) ? Chicago style ? Bibliography <p>Outline when this would be applicable to those working in sport and active leisure (Lectures, PE teachers, researchers, writers, journalists)</p>	
<p>1.6 Discuss a range of revision techniques</p>	<p>Revision methods to be covered:</p> <ul style="list-style-type: none"> ? Reviewing ? Visual Techniques ? Summarising your work ? Reviewing with others/in isolation ? Staying Positive <p>Outline when this would be applicable to those working in sport and active leisure, such as academic and professional development, first-aid training, etc.</p>	

Learning Outcome: 2. Be able to communicate effectively in preparation for employment in the sport and active leisure industry

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 Summarise the impact of the communication process on a range of environments	Communication process ? Sender ? Message ? Encode ? channel - verbal or non-verbal mechanisms ? decode ? feedback ? noise Verbal ? face to face ? groups ? individuals ? via telephone Non verbal ? facial expressions ? clothing ? body posture ? eye contact The communication process should be considered in the context of participation in team sports, individual sports and in delivering sport or physical activity sessions.	
2.2 Describe how the communication process can be adapted to accommodate different audiences and to promote inclusion	Different audiences ? children ? teenagers ? adults ? personality types - introverts, extroverts ? individuals categorised with protected characteristics of the equality act 2010 [9 protected characteristics] The different audiences should be considered in the context of participation in team sports or physical activities, individual sports and physical activities and in delivering sport or physical activity sessions. ? Providing and handling feedback (constructive/destructive)	

Learning Outcome: 3. Understand how to gain employment in the Sport and Active Leisure industry

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 Investigate employment and career opportunities	<ul style="list-style-type: none"> ? Number and type organisations in the sector (over 36,000) ? Number of people working in the sector and a description of their roles and required qualifications and experience (over 643,000 employed) ? Number of volunteers in the sector and a description of their roles (2,000,000 as an estimate) ? Local and National Opportunities ? Online Advertisements (generic, industry specific) ? Hard Copy Advertisements ? Careers Department ? Careers Fairs ? Prospects ? Connexions 	
3.2 Respond to relevant employment vacancies	<ul style="list-style-type: none"> ? Key elements of a CV ? Different types CV ? Key elements of cover letters ? Designing employment specific CVs ? writing employment specific covering letters ? key elements of both, the impact of design, first impressions, etc. 	

Learning Outcome: 4. Understand how to maintain employment in the Sport and Active Leisure industry

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 Describe how to work autonomously	<ul style="list-style-type: none"> ? Ownership and accountability ? time management ? task prioritisation ? task planning ? structures and reviews ? problem solving ? management of failure Apply to roles in sport and active leisure which require autonomous working	

<p>4.2 Explain the factors which underpin effective team working</p>	<ul style="list-style-type: none"> ? Reliability ? Constructive communication ? Active Listening ? Active Participation ? Willing ? Helping ? Flexibility ? Commitment ? Problem Solver <p>Apply to jobs and roles in sport and active leisure which require team working</p>	
<p>4.3 Discuss how to create and maintain professional relationships</p>	<ul style="list-style-type: none"> ? Principles for developing positive relationships ? Trust ? open communication ? accepting differences ? respect ? Conducting professional discussion (ensuring a clear and valid message ? speaking clearly and precisely ? avoiding jargon ? mumbling ? talking too quickly ? active listening ? asking questions ? paraphrasing ? deferring judgement ? Managing boundaries ? principles of conflict management & resolution 	
<p>4.4 Describe how to manage conflict and source resolutions</p>	<ul style="list-style-type: none"> ? Reasons for conflict ? workplace hierarchies ? competition and failed collaboration ? benefits and limitations of conflict ? defining the problem ? identifying common needs ? sourcing solutions o respecting others fields of responsibility ? how to report mistakes (self or others) effectively ? Principles of effective negotiation (sourcing win-win outcomes, identifying commonality). <p>Identify examples of conflict which may arise in sport and active leisure settings sourcing effective solutions.</p>	

Learning Outcome: 5. Understand how to manage professional development in the Sport and Active Leisure industry

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
5.1 Create a professional development plan	? What is a professional development plan? ? How can a professional development plan help you (with examples) Step 1: Review ? What are the issues? ? What's going well and what is not? ? What do you want to develop? What are your goals? ? What are the areas you should develop to achieve this? ? How will you improve these areas? Step 2: Plan ? What do I need to do? ? What resources do I need? ? Who can help me? ? What is my timescale?	

Unit Title	Identify Talent and Improve Performance
Unit Aim	The aim of this unit is to introduce the concept of talent identification and how this can be used to influence coaching activities in order to support the development young sports performers along performance pathways.
Unique Unit Number	F/507/8183
Unit Assessment Method(s)	Coursework
Assessment Specification	Learners are required to complete two internally set assessments; Assessment 1 - Talent Identification and Performance Pathways presentation (contributes 1/3 of unit achievement) Assessment 2 - Performance Improvement (contributes 2/3 of unit achievement)

Learning Outcome: 1. Understand talent identification and performance pathways in sport

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:

<p>1.1 Describe the difference between talent identification and talent selection</p>	<ul style="list-style-type: none"> • Clear definitions of the two concepts are given • merits and pitfalls of each explained including conflict and long term impact on participation and performance • examples of when one approach may be used over another and the morality of this 	
<p>1.2 Describe the talent identification process in a sport</p>	<ul style="list-style-type: none"> • Talent scout vs screening methods • Team sports vs individual sports • Screening methods to include: Anthropometry and Physiology Psychology Sociology Physical and motor abilities Game specific skills Injury epidemiology Training history and Match experience Perceptual cognitive skills (tactical awareness and decision making) <ul style="list-style-type: none"> • Differences between different sports: Age the talent identification begins (child, adolescent, young adult, later life) Funding impact (number of places available) Professional v non-professional Team vs individual Male vs female in same sport <ul style="list-style-type: none"> • Performance profiling • Definition How simple profiling can be used to aid with talent development Examples of profiling activities 	
<p>1.3 Explain the importance of effective talent identification in sport</p>	<ul style="list-style-type: none"> • Example talent identification structures to be described from grass roots to international level • Talent identification criteria will be dependent on the needs of the sport eg GB Rowing have 'Tall and Talented' where rowing experience is not essential 	
<p>1.4 Illustrate the structure of a performance pathway</p>	<ul style="list-style-type: none"> • What is a performance pathway? Grass roots – elite Benefits Weaknesses <ul style="list-style-type: none"> • Differences between different sports: Age the performance pathway begins (child, adolescent, young adult, later life) Funding impact (training schedules, cost implications) Professional v non-professional (training schedules, cost implications) Team vs individual Male vs female in same sport 	

Learning Outcome: 2. Be able to plan, deliver and review coaching activities to improve the performance of an participant

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 Plan activities to improve performance	<ul style="list-style-type: none"> • How to establish and prioritise development needs using performance profiles and who to involve in this process • How to identify appropriate coaching activities for development needs (sources of information) • How to produce an activity plan to include equipment layout/floor plan, rationale for selection of activities for selected individual, take account of risk assessment outcomes, contingencies 	
2.2 Deliver coaching activities to improve performance	<ul style="list-style-type: none"> • Provide information to participant(s) • Organise the setting up, taking down and managing of equipment required for the activities • Identify aims and objectives of activities and set SMART/ tangible goals, and agree these with participant(s) • Describe/demonstrate good practice principles of starting and ending coaching sessions • Understand physical and mental preparation – delivering warm-ups and cool-downs • Identify coaching techniques relevant to the participants' needs • Understand the balance of facilitation, instruction and demonstration • Ensure there is a balance of activities in the sessions • Use the principles of skill development in their coaching • Identify and utilise sport-specific rules and codes • Apply appropriate communication methods in the provision of technical guidance • Provide technical and tactical demonstrations and explanations that are correct • Communicate effectively with participants and show listening skills • Incorporate a variety of coaching styles in delivery • Observe participants' performance • Analyse participants' performance • Provide constructive feedback to participants • Offer information to participants after coaching sessions 	

<p>2.3 Review coaching activities to improve performance</p>	<ul style="list-style-type: none"> • Method of review - self-evaluation, participant, mentor, manager/supervisor, other staff responsible to you, parents/carers. • Aspects of the session to be reviewed • Understand how to measure the quality of the coaching experience • Use a variety of evaluation methods that can be used to monitor participant(s) development and learning • Review and evaluate the session, using the views of participants and others, and using it to impact on future sessions • Agree the outcomes of the review with participants and others, advise them on their development needs and adapt future sessions to reflect needs • Utilise feedback from others 	
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<p>Unit Title</p>	<p>Safeguard Participants</p>
<p>Unit Aim</p>	<p>The aim of this unit is to introduce the learner to the fundamentals of providing safe, equitable and appropriate sport and physical activity sessions, as well as the underpinning knowledge of relevant legislation, such as the Equality Act 2010 and the Data Protection Act 1998. The learner will be equipped with knowledge relevant to health and safety, safeguarding, equality and data protection.</p>
<p>Unique Unit Number</p>	<p>H/507/8175</p>
<p>Unit Assessment Method(s)</p>	<p>Written Examination</p>
<p>Assessment Specification</p>	<p>One externally set and externally marked examination.</p> <p>The examination will consist of 4 25 marked questions. Each question will be linked to one particular learning outcome. In order to pass the examination, learners must reach a minimum of 10 marks for each question (i.e. 40%). Failure to do so will result in a reassessment. By achieving at least 10 marks in each question, the learner has achieved 40% overall at least and has demonstrated sufficient knowledge of each learning outcome.</p> <p>Aspects of this unit will also be covered in the Deliver Sport and Physical Activity Sessions unit.</p>

Learning Outcome: 1. Understand the principles of health and safety in sport and physical activity

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 Outline Health and Safety Legislation in the UK	<ul style="list-style-type: none"> • The history of Health and Safety legislation in the UK (introductory information) • The reasons behind Health and Safety legislation (introductory information) • The purpose of the Health and Safety at Work Act 1974 ? General Duties of employers to employees ? General Duties of employers and self-employed to persons other than their employees <ul style="list-style-type: none"> • The Personal Protective Equipment 2002 and its purpose • COSHH 2002 and its purpose • Health and Safety First Aid Act 1981 and its purpose 	
1.2 Describe the impact of health and safety legislation on sport and physical activity	<ul style="list-style-type: none"> • What is a risk assessment? • The key components of a risk assessment • The use of risk assessments, in what situations and why • Accident report and referrals • First Aiders • Policies and Procedures at work, and the reasons for them e.g. (start with an investigation of procedures within the college) 	
1.3 Conduct sport and physical activity specific risk assessments		
1.4 Describe the features of a typical safety check	The components of a typical safety check to be discussed in this order: <ul style="list-style-type: none"> • Staff • Pupils/Participants • Facility • Procedures/routines • Equipment • Transport • Preparation • Progression • Emergency Action 	

Learning Outcome: 2. Understand the impact of equality in sport and physical activity

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 Outline equality legislation in the UK	<ul style="list-style-type: none"> • Equality Act 2010, the history and key points: ? Chapter 1: The Protected Characteristics ? Chapter 2: Prohibited Content	
2.2 Define the protected characteristics	Each should be discussed in detail. The nine protected characteristics are: <ul style="list-style-type: none"> • Age • Disability • Gender reassignment • Marriage and civil partnership • Pregnancy and maternity • Race • Religion and belief • Sex • Sexual orientation 	
2.3 Describe barriers to participation in sport and physical activity and their effects on the individual	Barriers which should be covered: <ul style="list-style-type: none"> • Practical: (time, money, transport, safety, access to facilities) • Personal: (parent and adult influence, body image, self-confidence) • Social and Cultural (attitudes and prejudice, male dominated, harassment and abuse) Barriers to be covered in detail: <ul style="list-style-type: none"> • Barriers to women/girls • Attitudes and prejudices about disability • Sexual harassment and abuse • Attitudes and barriers due to ethnicity 	
2.4 Describe how barriers to participation can be mitigated or managed	Equality Act 2010: <ul style="list-style-type: none"> • Part 2: Chapter 2: Prohibited Conduct: Adjustments for Disabled People • Part 6: Chapter 2: Recreational or Training Facilities Teaching should also specifically cover, at the very least, the following: <ul style="list-style-type: none"> • Helping Women • Helping Lesbian, Gay, Bisexual, Transgender (LGBT) communities • Helping minority communities 	

Learning Outcome: 3. Understand the principles of safeguarding children and vulnerable adults in sport and physical activity

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 Outline safeguarding legislation in the UK	The History of safeguarding children (http://safeguardingchildren.co.uk/wpcontent/themes/vc_org_1/ChildProtectionTimeLine/childprotectiontimeline.html) Legislation/Statutory Guidance <ul style="list-style-type: none"> • Safeguarding children and young people from sexual exploitation • Working together to safeguard Children • Safeguarding Disabled Children • Supervision of Activity with Children • Safeguarding Vulnerable Groups Act 2006 	
3.2 Describe different types of abuse	<ul style="list-style-type: none"> • Psychological: Emotional abuse, verbal abuse, humiliation and ridicule, threats of punishment, denial of religious or cultural needs • Physical: Hitting, slapping, scratching, pushing, misuse of medication, inappropriate sanctions including food deprivations • Sexual: Sexual activity which an adult client cannot or has not consented to or has been pressured into, activity which takes place when the adult client is unaware of the consequences or the risks involved, sexual assault and harassment, non-contact abuse e.g. voyeurism, pornography • Neglect: Ignoring medical or physical care needs, failure to give prescribed medication, failure to provide access to appropriate health, social care or educational services, neglect of accommodation, heating, lighting etc. • NSPCC 	

<p>3.3 Describe typical indicators of types of abuse</p>	<ul style="list-style-type: none"> • Psychological: Inability of the vulnerable person to sleep or tendency to spend long periods in bed, loss of appetite or overeating at inappropriate times, anxiety, confusion or general resignation , tendency towards social withdrawal and isolation, fearfulness and signs of loss of self-esteem, uncharacteristic manipulative, uncooperative and aggressive behaviour • Physical: A history of unexplained falls or minor injuries, unexplained bruising in well-protected areas of body, e.g. on the inside of thighs or upper arms etc, unexplained bruising or injuries of any sort, Burn marks of unusual type, e.g. burns caused by cigarettes and rope burns etc, a history of frequent changes of general practitioners or reluctance in the family, carer or friend towards a general practitioner consultation, malnutrition, ulcers, bed sores and being left in wet clothing • Sexual: tendency to withdraw and spend time in isolation, Expression of explicit sexual behaviour and/or language by the vulnerable adult which is out of character, Irregular and disturbed sleep pattern, Bruising or bleeding in the rectal or genital areas, Torn or stained underclothing especially with blood or semen, Sexually transmitted disease or pregnancy where the individual cannot give consent to sexual acts • Neglect: inadequate heating, lighting, food or fluids, failure by carer to give prescribed medication or obtain appropriate medical care , Carer's reluctant to accept contact from health or social care professional, refusal to arrange access for visitors, poor physical condition in the vulnerable person e.g. ulcers, bed sores, apparently unexplained weight loss , Unkempt clothing and appearance, inappropriate or inadequate clothing, or nightclothes worn during the day, sensory deprivation - lack of access to glasses, hearing aids etc, absence of appropriate privacy and dignity, 	
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<p>3.4 Describe ways to ensure sport and physical activity sessions are delivered in a safe and appropriate manner</p>	<ul style="list-style-type: none"> • Appropriate interaction between participants under the supervision of the coach/ leader/instructor etc. • Appropriate interaction between instructor/leader/coach and participants (what to do when participant is waiting for a lift home, what do if propositioned, etc) (Good Practice and Bad Practice) • Sexual harassment by adult/teenage participant • position of trust (spending time alone with young people, take young people alone on car journeys, take young people to your home where they will be alone with you) • Appropriate interactions between instructor and parent/guardian/carer of participant • Code of ethics and behaviour in sport and physical activity • Sports Coach Code of Practice of For Sports Coaches 	
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Learning Outcome: 4. Understand the impact of data protection and confidentiality in sport and physical activity

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 Outline Data Protection legislation in the UK	<ul style="list-style-type: none"> History of the Data Protection Act 1998 and 2018 Act, and why it was necessary (introduction) The two main purposes of the Data Protection Act 2018 & (1998) General Data Protection Regulation 2018. The eight data protection principles Key areas of the Data Protection Act covering the following definitions: “data”, “data controller”, “data processor”, “data subject” and “personal data” What is Sensitive information? Exemptions to Sensitive information (national security) What is confidentiality? What is considered confidential? (age, sexual orientation, race, religion, marital status, health information, health problems) How to store confidential data (physically and electronically) Consequences of not storing confidential information securely (unauthorised access, loss of confidence in individual/company, lawsuits, loss of business, termination of contract) 	
4.2 Discuss the importance of data protection and confidentiality		
4.3 Identify what data is sensitive and should be made secure		
4.4 Explain how to store an individual’s personal data securely		
4.5 Describe the consequences of failing to protect an individual’s personal data		

Unit Title	Deliver Sport and Physical Activity in the Community
Unit Aim	The aim of this unit is to provide the learner with an understanding of the principles of healthy living, as well as issues relating to the identification and overcoming of barriers to participation in physical activity and exercise. Learners will also investigate the various national initiatives intended to improve the general health of the population, and examples of organisations working in partnership to achieve this goal.
Unique Unit Number	J/507/8184
Unit Assessment Method(s)	Coursework
Assessment Specification	Internal assessments: Assessment 1 – Internal Assessment LO1 (20%) Assessment 2 – Internally set and marked case study LO2 and LO3 (40%) Assessment 3 – Internally set and marked presentation LO4 and LO5 (40%)

Learning Outcome: 1. Understand the impact of active, healthy living

Assessment Criteria	Mandatory Delivery Content	Evidence Requirements
The learner can:	The learner will develop an understanding of:	The learner is required to complete:

<p>1.1 Discuss different types of activities that help maintain physical health and fitness:</p>	<p>Informal physical activities examples</p> <ul style="list-style-type: none"> • Walking • House work • Gardening • Opting to use stairs instead of escalators or lift <p>Self-directed physical activity/exercise examples</p> <ul style="list-style-type: none"> • Cycling • Swimming • Walking • Running • Pilates/yoga at home • Stretching • Fitness videos • Gym <p>Organised/structured physical activities/exercise sessions</p> <ul style="list-style-type: none"> • Pilates • Yoga • Chair based exercise • Fitness classes • Gym • Boot camps <p>Sports – part of a club training in a specific sport, usually lead by a coach, or self-directed group with no coaching or club e.g. 5-a- side football league</p>	
<p>1.2 Explain the physiological changes that take place in adults when working at different intensities</p>	<p>Low, Moderate, High intensities</p> <p>Low – Improved muscle or cardio endurance, muscle strengthening, increased metabolic rate, gradual improved muscle tone/change in body shape.</p> <p>Moderate – Prevention of obesity, type 2 diabetes,</p> <p>High – Muscle growth, increase speed and power output, fat burning</p>	
<p>1.3 Explain the benefits of leading an active healthy lifestyle</p>	<p>Body works more efficiently – muscular, skeletal, digestive, and nervous.</p> <ul style="list-style-type: none"> • Reduce effects • Manage stress • Emotional well-being • Interaction with family • Improved energy levels, • Improved health • Meet and socialise with new people 	

<p>1.4 Discuss the different health conditions linked to:</p> <ul style="list-style-type: none"> • Inactive lifestyles • Poor nutrition • Lifestyle factors 	<p>Inactive lifestyles</p> <ul style="list-style-type: none"> • Diabetes, • Cardio vascular disease, • Obesity, • Osteoporosis <p>Poor nutrition</p> <ul style="list-style-type: none"> • Scurvy • Obesity • Stroke • Gout • Type 2 diabetes • Cardio vascular disease <p>Lifestyle factors</p> <ul style="list-style-type: none"> • Alcoholism • Smoking • Stress • Drug use 	
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Learning Outcome: 2. Understand practical barriers to participation in sport and physical activity

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
<p>2.1 Discuss practical barriers to participation in sport or physical activity</p>	<p>Practical Barriers</p> <ul style="list-style-type: none"> • Transport • Carer/childcare/work responsibilities • Cost • Past negative experience of sport/physical activity • Fitness level • Location • Lack of local facilities • Injury • Illness <p>Equality barriers should also be covered in light detail.</p>	
<p>2.2 Explain how practical barriers to participation can be reduced or overcome</p>	<p>Activities for specific participant groups catering for:</p> <ul style="list-style-type: none"> • Time of day • Transport • Motivation to attend • Previous engagement in sport or physical activity • Specialist coach/instructor 	

Learning Outcome: 3. Understand how healthy lifestyle initiatives for adults support physical activity

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 Identify a range of national initiatives, their purpose and impact to date	<ul style="list-style-type: none"> • Fit 4 life • British Heart Foundation – cardiac exercise classes • £3 million for Change 4 Life Sports Clubs • £1.1 million for Street Play • £1 million for walking initiatives 	
3.2 Identify joint initiatives where organisations have worked together	<ul style="list-style-type: none"> • Cardiac fitness programmes • GP referral schemes 	

Learning Outcome: 4. understand national policy relating to the promotion of lifelong health and well-being

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 Discuss the key features of legal requirements, national policy and guidance relating to the promotion of lifelong health and well-being	<ul style="list-style-type: none"> • Policies from; NHS • Sport England • DfE • Youth Sport Trust • DWP 	
4.2 Illustrate the impact that media reports and coverage can have on National Policy	<ul style="list-style-type: none"> • Benefits system (disability/incapacity) • Obesity • Smoking 	

Learning Outcome: 5. Know how to promote health and well-being in the community

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
5.1 Describe how to promote the key benefits of maintaining a healthy lifestyle in a variety of ways	<ul style="list-style-type: none"> Different forms of promotion: public speaking, newsletters, newspapers, visiting home, visiting work places, flyers, websites, online video submissions 	
5.2 Describe strategies to increase participation in sport and physical activity in the community	<ul style="list-style-type: none"> National strategies Local strategies Strategies to include but not limited to: <ul style="list-style-type: none"> Engaging participants Retention of participants Engaging with local initiatives and enterprises 	

Unit Title	Develop the Physique of the Participant
Unit Aim	The aim of this unit is to introduce the learner to anatomy and physiology, through the structure and functions of the anatomical systems within the human body including; the skeletal, muscular, cardiovascular, respiratory, nervous and digestive systems. Learners will be able to apply this anatomical and physiological knowledge when fulfilling the role of a coach, leader, instructor or a teacher when aiming to improve individual's performance or well-being.
Unique Unit Number	K/507/8176
Unit Assessment Method(s)	Written Examination
Assessment Specification	In order to assess this unit, the learner will undertake a 60 minute external assessment paper including short answer questions.

Learning Outcome: 1. Understand the structure and the key functions of the skeletal system

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 Describe the structure of the skeletal system	Types of bones ? long short ? flat ? irregular ? Sesamoid ? Sutural Joints ? Fixed or immovable ? slightly movables ? Freely movable joints Structure of bone ? Compact tissue ? Cancellous tissue known as "spongy" Axial and appendicular skeleton <ul style="list-style-type: none"> • Number of bones • Names of bones 	
1.2 Define the key functions of the skeletal system	Functions ? shape and support ? movement ? protection ? storage of minerals ? production of blood cells ? Storage of energy Function of long bones ? Articular (or articular) cartilage ? Endosteum ? Periosteum ? medullary cavity	
1.3 Compare the short and long term effects of being active on the skeletal system	Effects ? increased calcium (Osteoblast) ? increased synovial fluid production ? increased range of movement ? increased bone density ? stronger ligaments	
1.4 Illustrate the effects on the skeletal system as the body ages	Development and effects throughout the life time ? bone density ? fluid decrease in joints, inflammation, erosion of cartilage ? loss of calcium and other minerals ? movement slows down ? posture change ? osteoporosis ? compression fractures ? skeletal development from birth to old age	

Learning Outcome: 2. Understand the structure and the key functions of the muscular system

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 Describe the structure of the muscular system	Structure Sacromere structure ? thick filament ? thin filament ? actin ? tropomyosin ? troponin Muscle types ? cardiac ? smooth ? skeletal Muscle fibre types ? slow and fast twitch ? names of muscles ? location ? origin and insertion ? shape and size ? muscle contraction ? sliding filament theory	
2.2 Outline the key functions of the muscular system	Muscle functions ? movement ? posture ? body heat	
2.3 Explain the links between the muscular system and the skeletal system when active	Types of movement ? flexion – extension - lateral flexion and rotation - abduction – adduction – supination - dorsi flexion and plantar flexion ? agonist and antagonist muscle ? concentric, eccentric and isometric contraction	
2.4 Illustrate the benefits on the muscular system by undergoing regular activity	Benefits ? hypertrophy – muscle fibres grow back thicker when small tears occur during training. ? increase in tendon strength	

Learning Outcome: 3. Understand the structure and key functions of the cardiovascular system

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 Describe the structure of the cardiovascular system	Structure ? pulmonary and systemic circuit ? atriums/ventricle ? bundle of His ? arteries and arterioles ? veins and ventricles ? capillaries ? AV node ? SA node ? blood pressure ? myocardium and cardiac cycle ? ECG ? cardiac output ? Blood (red/white blood cells) ? Plasma	
3.2 Outline the key functions of the cardiovascular system	Functions ? transport nutrients, gases and waste products around the body (oxygen and carbon dioxide) ? protect the body from infection and blood loss ? help the body maintain a constant body temperature ('thermoregulation') ? help maintain fluid balance within the body ? changes in cardiac output during exercise	
3.3 Describe how long term activity can affect the cardiovascular system	? lowering resting heart rate ? improving stroke volume ? capillary and gas exchange ? lowering blood pressure	
3.4 Illustrate how age can affect the cardiovascular system	? increase stiffness in the chest wall ? blood flow in lungs ? slightly slower resting heart rate ? volume of the left ventricle may decline resulting in less blood into circulation ? adaptations to the system from birth to old age	

Learning Outcome: 4. Understand the structure and function of the respiratory system

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:

<p>4.1 Describe the structure of the respiratory system</p>	<p>Upper Respiratory Tract ? Mouth, nose & nasal cavity: The function of this part of the system is to warm, filter and moisten the incoming air ? Pharynx: Here the throat divides into the trachea (wind pipe) and oesophagus (food pipe). There is also a small flap of cartilage called the epiglottis which prevents food from entering the trachea ? Larynx: This is also known as the voice box as it is where sound is generated. It also helps protect the trachea by producing a strong cough reflex if any solid objects pass the epiglottis. Lower Respiratory Tract ? Trachea: Also known as the windpipe this is the tube which carries air from the throat into the lungs. It ranges from 20-25mm in diameter and 10-16cm in length. The inner membrane of the trachea is covered in tiny hairs called cilia, which catch particles of dust which we can then remove through coughing. The trachea is surrounded by 15-20 C-shaped rings of cartilage at the front and side which help protect the trachea and keep it open. They are not complete circles due to the position of the oesophagus immediately behind the trachea and the need for the trachea to partially collapse to allow the expansion of the oesophagus when swallowing large pieces of food. ? Bronchi: The trachea divides into two tubes called bronchi, one entering the left and one entering the right lung. The left bronchi is narrower, longer and more horizontal than the right. Irregular rings of cartilage surround the bronchi, whose walls also consist of smooth muscle. Once inside the lung the bronchi split several ways, forming tertiary bronchi. ? Bronchioles: Tertiary bronchi continue to divide and become bronchioles, very narrow tubes, less than 1 millimeter in diameter. There is no cartilage within the bronchioles and they lead to alveolar sacs. ? Alveoli: Individual hollow cavities contained within alveolar sacs (or ducts). Alveoli have very thin walls which permit the exchange of gases Oxygen and Carbon Dioxide. They are surrounded by a network of capillaries, into which the inspired gases pass. There are approximately 3 million alveoli within an average adult lung. Diaphragm: The diaphragm is a broad band of muscle which sits underneath the lungs, attaching to the lower ribs, sternum and lumbar spine and forming the base of the thoracic cavity.</p>	
<p>4.2 Outline the key functions of the respiratory system</p>	<p>Functions Supply the blood with oxygen in order for the blood to deliver oxygen to all parts of the body.</p>	

<p>4.3 Explain the links between the cardio system and the respiratory system during activity</p>	<p>Heart Rate During exercise, your adrenal gland increases production of adrenaline and noradrenaline that directly affect the heart and the ability to transport oxygen and carbon dioxide throughout the body. The hormones then directly influence the sympathetic nerves to stimulate the heart to beat stronger for increased stroke volume and faster for increased heart rate and an overall increase in cardiac output.</p> <p>Oxygen Transport To meet the increasing oxygen demands from the working muscles, additional oxygen must be transported through the blood vessels. During exercise, the sympathetic nerve stimulates the veins to constrict to return more blood to the heart. This blood is carrying carbon dioxide from the muscles and can increase the total stroke volume of the heart by 30 to 40 percent.</p> <p>Respiratory Rate With an increased amount of oxygen and carbon dioxide transport, your respiratory rate -- rate of breathing -- also increases. This increase is also influenced by the sympathetic nerves stimulating the respiratory muscles to increase the rate of breathing. At rest, your respiratory rate is about 14 per minute but can increase to 32 per minute during exercise. The increased respiration rate allows more oxygen to reach the lungs and blood to be delivered to the muscles.</p> <p>Long Term Response A long-term respiratory system response to exercise involves several physiological adaptations. These adaptations ultimately result in an increase in overall efficiency of the respiratory system to gather, transport and deliver oxygen to the working muscles. The long-term respiratory function is commonly measured with a VO₂ max test that calculates your body's ability for oxygen consumption during maximal exercise. Through exercise and training, the effectiveness of the respiratory system and VO₂ max improve.</p>	
<p>4.4 Illustrate the affects age can have on the respiratory system</p>	<p>Changes in lung tissue: Muscles and other tissues that are near your airways lose their ability to keep the airways completely open. This causes the airways to close easily. Aging also causes the alveoli to lose their shape and become baggy.</p>	

Learning Outcome: 5. Understand the structure and function of the nervous system

Assessment Criteria	Mandatory Delivery Content	Evidence Requirements
The learner can:	The learner will develop an understanding of:	The learner is required to complete:

<p>5.1 Describe the role and function of the nervous system</p>	<p>Role and function: The nervous system has two major parts: the central nervous system (CNS) and the peripheral nervous system (PNS). The central system is the primary command centre for the body, and is comprised of the brain and spinal cord. The peripheral nervous system consists of a network of nerves that connects the rest of the body to the CNS. The two systems work together to collect information from inside the body and from the environment outside it. The systems process the collected information and then dispatch instructions to the rest of the body, facilitating an appropriate response. In most cases, the brain is the final destination point for information gathered by the rest of the nervous system. Once data arrives, the brain sorts and files it before sending out any necessary commands. The brain is divided into many different sections, including the cerebrum and brain stem. These parts handle pieces of the brain's overall workload, including storing and retrieving memory and making body movements smooth. Although the brain is the control center, its job would not be possible without the spinal cord, which is the major conduit for information traveling between brain and body. Peripheral system nerves branch from either the brain stem or the spinal cord. Each nerve is connected to a particular area of the torso or limbs and is responsible for communication to and from those regions. The PNS can also be subdivided into smaller components: the somatic and autonomic systems. The somatic involves parts of the body a person can command at will, and the autonomic helps run involuntary functions such as pumping blood. Information conveyed through the nervous system moves along networks of cells called neurons. These neurons can only send information one way. Those transmitting to the brain are sensory neurons; those that transmit from the brain are known as motor neurons. Structure Brain - spinal cord - neurons</p>	
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<p>5.2 Identify how age can affect the nervous system</p>	<p>Affects Age affects the brain and nervous system through natural changes. The brain and spinal cord lose nerve cells and weight (atrophy). Nerve cells may begin to pass messages more slowly than in the past. Waste products can collect in the brain tissue as nerve cells break down. This can cause abnormal changes in the brain called plaques and tangles to form. A fatty brown pigment (lipofuscin) can also build up in nerve tissue. Breakdown of nerves can affect the senses. There may be a reduction or loss in reflexes or sensation. This leads to problems with movement and safety. Slowing of thought, memory, and thinking is a normal part of aging. These changes are not the same in everyone. Some people have many changes in their nerves and brain tissue. Others have few changes. These changes are not always related to the effects on the ability to think. Adaptations to the system from birth to old age</p>	
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Learning Outcome: 6. Understand the structure and function of the digestive system

<p>Assessment Criteria The learner can:</p>	<p>Mandatory Delivery Content The learner will develop an understanding of:</p>	<p>Evidence Requirements The learner is required to complete:</p>
<p>6.1 Describe the structure of the digestive system</p>	<p>structure and Function Mouth The mouth is the beginning of the digestive tract; and, in fact, digestion starts here when taking the first bite of food. Chewing breaks the food into pieces that are more easily digested, while saliva mixes with food to begin the process of breaking it down into a form your body can absorb and use. Esophagus Located in your throat near your trachea (windpipe), the esophagus receives food from your mouth when you swallow. By means of a series of muscular contractions called peristalsis, the esophagus delivers food to your stomach. Stomach The stomach is a hollow organ, or "container," that holds food while it is being mixed with enzymes that continue the process of breaking down food into a usable form. Cells in the lining of the stomach secrete a strong acid and powerful enzymes that are responsible for the breakdown process. When the contents of the stomach are sufficiently processed, they are released into the small intestine. Small intestine Made up of three segments – the duodenum, jejunum, and ileum – the small intestine is a 22-foot long muscular tube that breaks down food using enzymes released by the pancreas and bile from the liver. Peristalsis also is at work in this organ, moving food through and mixing it with digestive secretions from the pancreas and liver. The duodenum is largely responsible for the continuous breaking-down process, with the</p>	

jejunum and ileum mainly responsible for absorption of nutrients into the bloodstream. Contents of the small intestine start out semi-solid, and end in a liquid form after passing through the organ. Water, bile, enzymes, and mucous contribute to the change in consistency. Once the nutrients have been absorbed and the leftover-food residue liquid has passed through the small intestine, it then moves on to the large intestine, or colon.

Pancreas The pancreas secretes digestive enzymes into the duodenum, the first segment of the small intestine. These enzymes break down protein, fats, and carbohydrates. The pancreas also makes insulin, secreting it directly into the bloodstream. Insulin is the chief hormone for metabolizing sugar.

Liver The liver has multiple functions, but its main function within the digestive system is to process the nutrients absorbed from the small intestine. Bile from the liver secreted into the small intestine also plays an important role in digesting fat. In addition, the liver is the body's chemical "factory." It takes the raw materials absorbed by the intestine and makes all the various chemicals the body needs to function. The liver also detoxifies potentially harmful chemicals. It breaks down and secretes many drugs.

Gallbladder The gallbladder stores and concentrates bile, and then releases it into the duodenum to help absorb and digest fats.

Anus The anus is the last part of the digestive tract. It is a 2-inch long canal consisting of the pelvic floor muscles and the two anal sphincters (internal and external). The lining of the upper anus is specialized to detect rectal contents. It lets you know whether the contents are liquid, gas, or solid. The anus is surrounded by sphincter muscles that are important in allowing control of stool. The pelvic floor muscle creates an angle between the rectum and the anus that stops stool from coming out when it is not supposed to. The internal sphincter is always tight, except when stool enters the rectum. It keeps us continent when we are asleep or otherwise unaware of the presence of stool.

6.2 Outline the key functions of the digestive system

Unit Title	Develop the Skills of the Participant
Unit Aim	The aim of this unit is to develop a learner's knowledge of skill acquisition and the environments which support them in their delivery of sport and physical activities sessions.
Unique Unit Number	M/507/8177
Unit Assessment Method(s)	Multiple Choice Examination
Assessment Specification	Externally set, internally marked Assessment 1 LO1, LO2, LO3 and LO4 Portfolio of evidence.

Learning Outcome: 1. Be able to classify and characterise skills in a range of physical activity contexts

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 Classify skills within a range of physical activity contexts	Skill classification: ? Gross and fine ? Open and closed ? Discrete, continuous, serial ? Internally and externally paced	
1.2 Differentiate between the types and characteristics of skill and ability	Characteristics of skill (motor skill and perceptual skills): ? Learned and goal-directed ? Technically modelled ? Efficient and fluent Characteristics of abilities Underlying and enduring traits, Influenced by early experiences and environmental exposure	

Learning Outcome: 2. Know how to apply information processing theory to the development of a range of skills

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 Demonstrate how an information processing model contributes to the development of a range of skills	<ul style="list-style-type: none"> • Sensory input • Perception • decision making • memory • motor output • feedback 	
2.2 Evaluate how memory can enhance a range of skills	<ul style="list-style-type: none"> • Short-term memory store • Short term memory • Long term memory retention • Selective attention 	
2.3 Explain how to improve response time on a range of skills	? Reaction time ? Response time ? Psychological refractory period ? Hick's Law	
2.4 Discuss how feedback can be used to improve skills	? Intrinsic feedback ? Extrinsic feedback ? Timing ? Knowledge of results ? Knowledge of performance ? Positive and negative reinforcement ? Practical illustrations relevant to different stages and sports activities	

Learning Outcome: 3. Know how to apply learning theory in order to the developing of a range of skills

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 Describe learning theories and apply to them to a range of sport-related skills	Learning theories: <ul style="list-style-type: none"> • drive theory • conditioning – classical, operant • cognitive theories • social learning theory • insightful behaviour approach – ecological approach Models of information processing: <ul style="list-style-type: none"> • characteristics of memory stores • decision making, movement and reaction time 	
3.2 Discuss motor programmes as an aspect of learning applied to a range of sport-related skills	? Closed Loop Theory, Adams ? Schema Theory, Schmidt	
3.3 Discuss how to apply stages of learning to the development of skills in a range of sports	Stages of learning (Paul Fitts and Michael Posner, 1967) ? Cognitive ? Associative ? Autonomous	
3.4 Consider the impact of the transfer of learning when developing skills in a range of sports	Positive, negative and zero transfer ? Forms of transfer: ? Skill to skill ? Practice to performance ? Limb to limb ? Principles to skill ? Stage to stage ? Abilities to skill	

Learning Outcome: 4. Know how to create the ideal learning environment to enable the acquisition of a range of skills

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 Discuss a range of skills, differentiating between methods	Part and whole methods	
4.2 Explain how to apply appropriate practice conditions to a range of skills	Variable, fixed massed and distributed practice for different activities and different abilities	
4.3 Discuss appropriate delivery styles in a range of physical activity contexts	? Command ? Reciprocal ? Group ? problem solving ? discovery	
4.4 Provide guidance to support skill acquisition using a range of methods	? Visual ? Verbal ? manual ? mechanical	

Unit Title	Deliver Multi Skills Sessions
Unit Aim	This unit provides an introduction to the processes and principles of supporting child development through multi-skills. This will include understanding how to support child development through multi-skills via the practical coaching of linked and progressive multi-skills sessions.
Unique Unit Number	M/507/8180
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	Externally set, internally marked: Assessment 1: written assessment Assessment 2: Portfolio of evidence of practical delivery (including planning, delivery and evaluation). Two coaching sessions to be observed by assessor.

Learning Outcome: 1. Understand how to support child development through multi-skills

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 Describe key principles of child development through multi- skills	<ul style="list-style-type: none"> • The principles of long term athlete development • How multi-skills activities/sessions can contribute toward child development • The key principles of developing competence and confidence in young participants and how these key principles can impact on coaching practice • How to adapt communication methods when working with children • The importance of differentiation and inclusion • The importance of reward and recognition in supporting child development 	
1.2 Describe the principles that apply to fundamental movement skills	Definition of the following: <ul style="list-style-type: none"> • Fundamentals of movement and Fundamental movement skills • The relationship between fundamental movement skills and the fundamentals of movement • The importance of fundamentals of movement in child development • The importance of fundamental movement skills in child development 	
1.3 Describe the principles that apply to fundamental sport skills	<ul style="list-style-type: none"> • Definition of the term fundamental sport skills • The importance of fundamental sport skills in child development • The relationship between fundamentals of movement, fundamental movement skills and fundamental sport skills 	

Learning Outcome: 2. Be able to develop fundamental movement skills through multi-skills coaching

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 Describe activities that support fundamental movement skills	<ul style="list-style-type: none"> • Activities that support the development of the following fundamentals of movement: -- <ul style="list-style-type: none"> - Balance - Coordination - Agility • Activities that support the development of the following fundamental movement skills: <ul style="list-style-type: none"> - Travelling - Jumping - Sending - Receiving - Striking 	
2.2 Plan linked and progressive fundamental movement skills sessions	<ul style="list-style-type: none"> • An outline plan for a series of 4 linked and progressive fundamental movement skills coaching sessions • A series of individual fundamental movement skills coaching session plans, which support a larger outline plan 	
2.3 Deliver fundamental movement skills session	<ul style="list-style-type: none"> • Set up resources required for the session following relevant guidelines • Provide a warm-up that supports the main content of a larger session • Provide participants with information they need throughout session • Deliver a safe and fun coaching session throughout • Provide clear and correct demonstration and explanations of activities • Observe participants performance throughout activities and identify/respond to their ongoing needs • Communicate clearly with participants using effective questions where required • Provide clear, constructive and encouraging feedback to participants • Take appropriate action to deal with issues if and when they arise • Allow time at the end of the session to safely and effectively cool down participants 	
2.4 Evaluate a multi-skills coaching session	<ul style="list-style-type: none"> • Complete a recorded evaluation which identifies 'what went well' and 'areas for improvement' • Compare what happened during the activity to what was originally planned • Take account of participants feedback about activities • Create an action plan for further personal development based on evaluation 	

Learning Outcome: 3. Be able to develop fundamental Sport Skills through multi-skills coaching

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 Design activities to support fundamental sport skills	<ul style="list-style-type: none"> • Activities that support the development of the following fundamental sport skills: <ul style="list-style-type: none"> - Net/Wall Games - Invasion Games - Striking and Fielding Games - Athletics - Creative Movement <ul style="list-style-type: none"> • Individual session plan that supports the development of fundamental sport skills 	
3.2 Deliver a fundamental sport skills coaching session	<ul style="list-style-type: none"> • Set up resources required for the session following relevant guidelines • Provide a warm-up that supports the main content of a larger session • Provide participants with information they need throughout session • Deliver a safe and fun coaching session throughout • Provide clear and correct demonstration and explanations of activities • Observe participants performance throughout activities and identify/respond to their ongoing needs • Communicate clearly with participants using effective questions where required • Provide clear, constructive and encouraging feedback to participants • Take appropriate action to deal with issues if and when they arise • Allow time at the end of the session to safely and effectively cool down participants 	
3.3 Evaluate a fundamental sport skills coaching session	<ul style="list-style-type: none"> • Complete a recorded evaluation which identifies 'what went well' and 'areas for improvement' • Compare what happened during the activity to what was originally planned • Take account of participants feedback about activities • Create an action plan for further personal development based on evaluation 	

Unit Title	Support Teachers to Deliver PE and School Sport
Unit Aim	This unit introduces the learner to a number of roles in providing Physical Education and School Sport (PESS), and develops the knowledge and skills to be able to support the delivery of PE and sport activities in a school sport environment.
Unique Unit Number	T/507/8181
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment
Assessment Specification	<p>Learners are required to demonstrate their knowledge and understanding of this unit. This is achieved through the completion of a series of pre-determined assessment tasks externally set by 1st4sport Qualifications and internally assessed by the learner’s recognised centre.</p> <p>Learners are required to demonstrate their ability to deliver PE sessions in a school environment</p> <ul style="list-style-type: none"> • evidence the planning, delivery and review of 12 linked PE sessions be observed by an appropriately qualified assessor delivering a minimum of two 30-minute sessions to participants. Observations will ideally take place within the school environment.

Learning Outcome: 1. Know how to prepare for Physical Education and School Sport activities

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 Describe how to prepare for activities, which contribute to Physical Education sessions/ programmes	<ul style="list-style-type: none"> • The importance of careful and thorough planning and preparation for activities • The requirements for health and safety that are relevant to the activities being planned • How the activities relate to the overall session • How the session relates to the overall aims of the programme • How to identify the needs, motivations and potential of the learners • Types of special needs that learners may have • How to adapt own plans, self, equipment and facilities to meet special needs that learners may have 	
1.2 Describe how to plan activities, which contribute to Physical Education sessions/ programmes	<ul style="list-style-type: none"> • What an activity plan should cover • The importance of treating information about learners confidentially and what this means • How to develop and check outcomes, objectives, sequences and timings for activities • How to find out about the equipment and facilities that will be available for the activities • The types of circumstances that may change and how to plan for these • Why it is important to get the approval of the person responsible for the session/ overall programme 	
1.3 Plan activities, which contribute to Physical Education sessions/ programmes	<ul style="list-style-type: none"> • Collect the information needed to plan the activities • Have activity plans that meet the aims of the session/ overall programme and the needs and potential of individual learners • Make sure the plans have realistic outcomes, objectives, sequences and timings • Make sure the plans meet health and safety requirements • Adapt the plans to take account of available equipment, facilities and time • Identify anything that might change before the activities and plan how to deal with these • Get approval for the plans from the person responsible for the session/ overall programme 	

Learning Outcome: 2. Understand the principles of teaching Physical Education and coaching School Sport

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 Describe the roles and responsibilities of a PE teacher and a coach	<ul style="list-style-type: none"> • Definition of the role of a teacher and the role of a coach • The responsibilities of a teacher and those of a coach 	
2.2 Describe the teaching and coaching process	<ul style="list-style-type: none"> • The different stages of the teaching and coaching process • How to implement the teaching and coaching process 	
2.3 Describe the importance of self-reflection	<ul style="list-style-type: none"> • The importance of self-reflection • The types of information that might be used to measure the quality of the teaching and learning experience and pupils' progress • How to evaluate teaching and coaching • Methods for personal action planning 	
2.4 Describe the key features of communication	<ul style="list-style-type: none"> • The process of identifying learners' preferred learning styles • Definition of the main methods of communication • teaching and learning strategies • Distinguish how the teacher/ coach can support learners in taking responsibility for their own learning 	

Learning Outcome: 3. Be able to lead Physical Education and School Sport activities

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 Prepare learners for activities, under supervision, which contribute to Physical Education sessions/ programmes	<ul style="list-style-type: none"> • Meet the learners on time • Help the learners feel welcome and relaxed • Follow own organisation's procedures for checking attendance • Make sure the learners' clothing and equipment are safe and appropriate • Organise the learners in order to communicate with them • The outcomes and objectives of the activities and how they contribute to the overall Physical Education session • Determine the learners' prior experience • Make sure the learners are prepared for the activities 	
3.2 Introduce the learners to activities, under supervision, which contribute to Physical Education sessions/ programmes	<ul style="list-style-type: none"> • The key points and why they are important • Support a positive learning environment whereby learners can ask questions • Respond to the learners' questions helpfully and clearly • Check that the learners understand key points • Motivate the learners 	
3.3 Lead activities, under supervision, which contribute to Physical Education sessions/ programmes	<ul style="list-style-type: none"> • Support procedures to ensure the learners' behaviour maintains an appropriate learning environment • Follow planned procedures for health, safety and respect for the environment • Develop the activities at a pace suited to the learners meeting its outcomes and objectives • Assess learner progress and give timely and appropriate feedback • Give the learners further explanations and demonstrations when necessary • Encourage the learners to say how they are finding the activities, and respond appropriately • Vary own activity plan to meet any new needs and opportunities • Identify and control any new risks when they occur 	

Learning Outcome: 4. Be able to conclude and review Physical Education and School Sport activities

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 Conclude activities, which contribute to Physical Education sessions/ programmes	<ul style="list-style-type: none"> • Manage own time to effectively finish the activity • Conclude the activities ensuring learners are appropriately prepared for the next activity/ session • Encourage and support learners to be responsible for putting equipment away • Encourage the learners to take part in the activity in the future and signpost them to further opportunities • Make sure the learners leave the activity in a safe and orderly manner • Follow own organisation's procedures for recording the activity and any incidents 	
4.2 Review activities, which contribute to Physical Education sessions/ programmes	<ul style="list-style-type: none"> • Choose an appropriate time and place for the review • Help each learner to take part in the review • Make sure the review takes account of the learners' experiences during the activity • Help the learners to identify, and be positive about, what they have achieved • Explore with the learners how learning can be applied in the future • Summarise with the learners how well the activity achieved its outcomes/ objectives and met their needs and expectations • Discuss the outcomes of the review with the person responsible for the session/ overall programme and agree future actions 	
4.3 Reflect on and evaluate activities, which contribute to Physical Education sessions/ programmes	<ul style="list-style-type: none"> • Review the outcomes and objectives for the activities that have been delivered • Reflect on all aspects of the activities that have been delivered: <ul style="list-style-type: none"> - Planning - Preparation - Leading and managing the group - Relationships <ul style="list-style-type: none"> • Reflect on the feedback received from learners and others • Identify what went well and what could be improved • Discuss and review areas for further development with the person responsible for the session/ overall programme 	

Learning Outcome: 5. Know the principles of safe practice in Physical Education and School Sport

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
5.1 Describe the requirements and processes to establish a safe environment in physical education and school sport	<ul style="list-style-type: none"> • The legal principles and key legislation relating to safe practice in Physical Education and School Sport • How to follow the risk assessment process 	
5.2 Describe how to maintain a safe teaching and learning environment	<ul style="list-style-type: none"> • The features of a typical safety check before conducting Physical Education and School Sport activities • The main rules/ regulations of the sport/ activity appropriate to the level of learner • The support teacher's/ coach's duty of care responsibilities for learners • The purpose of Codes of Conduct/ Behaviour, and how they impact on teaching and coaching • The support teacher's/ coach's responsibilities for ensuring that the teaching and coaching environment is maintained in a fit state for future use 	
5.3 Respond to safety situations arising in physical education and school sport	<ul style="list-style-type: none"> • Describe the situations in which injury may arise (in a particular activity) and how these may be avoided • Illustrate the procedures for dealing with injury, incidents and emergency situations 	

Learning Outcome: 6. Understanding Key Legislation related to Physical Education and School Sport

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
6.1 Describe Government Policy on Physical Education and School Sport	<ul style="list-style-type: none"> The component work strands of past and present Government strategies for Physical Education and School Sport Compare Physical Education and School Sport Government strategies The impact that Physical Education and School Sport Government strategies have had on learners at: <ul style="list-style-type: none"> - A National level and - At a Local level 	
6.2 Describe the National Curriculum for Physical Education	<ul style="list-style-type: none"> The major developments in the Physical Education Curriculum The importance of Physical Education within the National Curriculum The difference between the National Curriculum for Primary and Secondary Physical Education in relation to their processes and content 	

Learning Outcome: 7. Understand principles of inclusion in physical education and school sport

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
7.1 Describe how to meet a range of learners' needs through inclusion	<ul style="list-style-type: none"> physical education needs common to pupils/ learners a range of diverse pupil/ learner needs Apply the principles of inclusion to meet a range of learner's needs how inclusion in physical education and school sport is one aspect of inclusion in society 	
7.2 Describe how inclusion in physical education and school sport is one aspect of inclusion in society	<ul style="list-style-type: none"> Young people's stereotypical views in physical education and school sport How stereotypical views might be addressed when undertaking a supporting role The difference between focusing on the ability as opposed to the disability of learners The concept of high expectations 	
7.3 Describe the barriers to learning and participation for all learners	<ul style="list-style-type: none"> Barriers to learning and participation The key barriers with specific reference to physical education and school sport How to support a range of abilities to enable young people to learn and participate effectively 	

Learning Outcome: 8. Understand the principles of Child Development through movement

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
8.1 Describe the progressive stages of child development and how that relates to learners' movement needs	<ul style="list-style-type: none"> • The progressive stages of child development • Fundamental characteristics of movement specific to Key Stages 1-4 • A range of appropriate activities to be able to develop movement through Key Stages 1-4 • How to analyse the appropriateness of movement activities for a range of learners 	
8.2 Describe the key characteristics of motor impairment	<ul style="list-style-type: none"> • Distinguish the different motor impairment categories • range of learners' motor impairment(s) • Develop appropriate movement activities to meet the needs of a learner with a motor impairment 	

Learning Outcome: 9. Understand how to Promote Lifelong Health and Well-being

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
9.1 Describe National Policy relating to the promotion of lifelong health and well-being	<ul style="list-style-type: none"> • The key features of legal requirements, national policy and guidance relating to the promotion of lifelong health and well-being for children and young people • The impact that media reported events can have on National Policy 	
9.2 Describe the principles of behaviour management and how it affects the promotion of well-being	<ul style="list-style-type: none"> • The principles of positive behaviour management to promote well-being • Apply appropriate methods to promote positive behaviour • A variety of methods to deal with challenging behaviour • Demonstrate positive behaviour when supporting Physical Education and School Sport activities 	
9.3 Describe how to promote lifelong health and well-being through Physical Education and School Sport	<ul style="list-style-type: none"> • The key benefits of maintaining a healthy lifestyle • Methods of how to promote lifelong health and well-being in schools • How to support a range of abilities to enable young people to learn and participate effectively 	

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 apply in addition to any qualification specific requirements stated below.

- Hold a recognised teaching qualification or have equivalent teaching experience
- Have experience in a relevant sports or physical activity related role over a sustained period (e.g. Sports Development Officer/ Manager, National Governing Body of Sport Manager, lead coach).
- Hold a relevant higher level sport or physical activity related qualification (e.g. Level 4, HND, foundation degree, under graduate degree, masters degree)
- Show evidence of keeping up to date with best practice and developments in the coaching sport and instructing physical activities (CPD)
- Show current evidence of CPD in tutoring/training

Support teachers to deliver physical education and school sport unit

- Knowledge and experience of delivering KS1 and KS2 national curriculum PE and School Sport sessions

Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to the qualification specific requirements stated below

- Hold a recognised vocational assessor qualification or has equivalent experience
- Have experience in a relevant sports or physical activity related role over a sustained period (e.g. Sports Development Officer/ Manager, National Governing Body of Sport Manager, lead coach).
- Hold a relevant higher level sport or physical activity related qualification (e.g. Level 4, HND, foundation degree, under graduate degree, masters degree)
- Show evidence of keeping up to date with best practice and developments in the coaching sport and instructing physical activities (CPD)
- Show current evidence of CPD in tutoring/training

Support teachers to deliver physical education and school sport unit

- Knowledge and experience of delivering KS1 and KS2 national curriculum PE and School Sport sessions

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

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

- Holds a recognised IQA qualification
- Hold a recognised vocational assessor qualification or has equivalent experience
- Have experience in a relevant sports or physical activity related role over a sustained period (e.g. Sports Development Officer/ Manager, National Governing Body of Sport Manager, lead coach).
- Hold a relevant sport and recreation qualification (eg. N/SVQ Level 3 or above or a related HND, a related degree or a Level 3 or above qualification from the NQF or Level 8 or above from the SCQF).
- Recent experience and competence in units delivering, to the level of the qualification.

Show evidence of keeping up to date with best practice and developments in the coaching sport and instructing physical activities (CPD).

Additional Qualification Requirements

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

This qualification is regulated by Ofqual (601/7696/9) and CCEA .

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