

1st4sport Level 3 Certificate In Supporting Physical Development and Physical Activity in the Early Years

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 3 Certificate In Supporting Physical Development and Physical Activity in the Early Years
Qualification Overview:	Provides learners with the knowledge of physical development and gives them a key appreciation for the importance of healthy living and physical development for children and parents/guardians.
Qualification Code:	L3CPDEYQ
Qualification Regulation Number:	601/6581/9
Guided Learning Hours (GLH):	61
Total Qualification Time (TQT):	129
Credit Value (if applicable):	19
Operational Start Date:	01/09/2015
Qualification Review Date:	31/12/2022
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to progress towards working in an early years environment.
Qualification Purpose:	Prepare for employment in a specific occupational area.

Who is this qualification for?

The qualification is designed for learners who already work, or aspire to work, in an early years environment, such as a nursery, crèche or primary school. The qualification may also help support learners if they plan to become, or are already, an au pair or child minder.

Qualification Progression

Learners may wish to undertake the following qualifications to further develop their understanding in this area:

- 1st4sport Level 3 Award in Supporting the Delivery of Dance in Physical Education and School Sport
- 1st4sport Level 3 Certificate in Supporting the Delivery of Physical Education and School Sport
- 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport

This qualification prepares learners for employment in an early years environment such as a nursery, crèche or primary school, and also facilitates career progression. The qualification can supplement the established knowledge of a qualified teaching assistant or higher level teaching assistant (HLTA), as well as an established teacher.

Entry Requirements

Learners must be a minimum of 17 years old at registration and 18 years old at certification.

Pre-requisite(s) or other entry requirements

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

Prior to registration learners are required to:

- be accurately identified
- be at least 17 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 8 of 8 mandatory units),
- Practical Demonstration/Assignment (in 8 of 8 mandatory units)

Grading Methods

This qualification will be graded Pass / Fail.

Qualification Structure

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

Mandatory Units

Unit ID	Unit Title	GLH
T/507/3126	Assess Physical Activities in an Early Years Environment	16
J/507/3129	Principles of Physical Development and Early Movement Skills in an early years environment	20
R/507/3134	Principles of safe practice in early years physical activity sessions	12
D/507/3136	Promoting diversity, equality and inclusion in the early years environment	14
M/507/3139	Promoting health and well-being in the early years	14
K/507/3141	Deliver physical activity sessions in an early years environment	15
J/507/3146	Review physical activity sessions in an early year	14
R/507/3490	Plan a series of physical activity sessions in an early years environment	20

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Assess Physical Activities in an Early Years Environment
Unit Aim	The aim of this unit is to develop an understanding of the early years education framework and the assessment techniques relevant in this environment.
Unique Unit Number	T/507/3126
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. understand the current early years education framework

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 identify the areas of learning and development that shape educational programmes in early years settings		
1.2 identify government policy that influences the early years education framework		
1.3 analyse observation and assessment methods within the early years education framework		

Learning Outcome: 2. understand assessment techniques in early years education

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 explain the term 'formative assessment'		
2.2 explain the term 'summative assessment'		
2.3 explain the positive and negative features of formative and summative assessment		
2.4 explain how assessment can be used to track progress		

Learning Outcome: 3. understand the importance of record keeping in completing observation and assessment

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 how records are kept on observation and assessment in own organisation		
3.2 explain the legal requirements for keeping records in early years education settings		

Learning Outcome: 4. be able to carry out observations and assessments in own setting in line with the current early years education framework.

Assessment Criteria	Mandatory Delivery Content	Evidence Requirements
The learner can:	The learner will develop an understanding of:	The learner is required to complete:
4.1 carry out observational assessment on a child/group of children		
4.2 record observational assessment in a professional manner		
4.3 use formative and summative assessment to track progress		
4.4 use formative and summative assessment to plan and shape learning opportunities		
4.5 evaluate own use of observation.		

Unit Title	Principles of Physical Development and Early Movement Skills in an early years environment
Unit Aim	The aim of this unit is to understand the expected pattern of physical development in the early years and the factors that influence such development.
Unique Unit Number	J/507/3129
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. understand the expected pattern of physical development in the early years

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 explain the stages and rate of each aspect of development from birth to five years old		
1.2 explain the difference between stages of development and rate of development and why the difference is important		

Learning Outcome: 2. understand the factors that influence a child's development in the early years and how these affect practice

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 identify how physical development is influenced by a range of personal factors during the early years		
2.2 identify how physical development is influenced by a range of external factors during the early years		
2.3 identify how theories of development and frameworks to support development influence current practice		

Learning Outcome: 3. understand how to monitor development and make appropriate interventions if the expected pattern is not being followed

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 how to monitor physical development using different methods		
3.2 explain the reasons why physical development in the early years may not follow the expected pattern		
3.3 identify how disability may affect development		
3.4 identify how different types of interventions can promote positive outcomes where physical development is not following the expected pattern		

Learning Outcome: 4. understand early movement skills and their importance in the early years environment.

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 define early movement skills		
4.2 describe the importance of developing early movement skills		
4.3 describe how early movement skills play a role in physical development at a later age		
4.4 identify various terms used by early years practitioners when delivering early movement skills.		

Unit Title	Principles of safe practice in early years physical activity sessions
Unit Aim	The aim of this unit is to understand the various principles of safe practice as it relates to the delivery of physical activity sessions in a suitable environment.
Unique Unit Number	R/507/3134
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. understand how to ensure participants' safety during early years physical activity sessions

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 legal principles and key legislation relating to safe practice in an early years environment		
1.2 explain the importance of a risk assessment		
1.3 illustrate how to carry out a risk assessment		
1.4 explain the importance of conducting a safety check before delivering early years physical activity sessions		
1.5 illustrate how to carry out a pre-physical activity session safety check		

Learning Outcome: 2. be able to maintain safety during an early years 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 respond to injury, illness and emergency situations in an early years physical activity session		
2.2 call for qualified assistance that is appropriate to the situation		
2.3 give the qualified assistance clear and accurate information about the situation		
2.4 report incidents following organisational requirements		
2.5 report any problems with emergency procedures to the relevant colleague.		

Unit Title	Promoting diversity, equality and inclusion in the early years environment
Unit Aim	The aim of this unit is to develop an understanding of how to promote diversity, equality and inclusion in the early years, and how to integrate this into physical activity sessions.
Unique Unit Number	D/507/3136
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. understand equality, diversity and inclusion in the early years environment

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 Explain the terms: a equality b diversity c inclusion d participation e discrimination		
1.2 summarise the national policies and legislation relevant to equality, diversity and inclusion		
1.3 explain the importance of applying equality, diversity and inclusion in relation to: a planning activities b selecting resources c safeguarding d cultural awareness		
1.4 describe different types of discriminatory behaviour		

Learning Outcome: 2. understand how to promote inclusive practice.

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 explain the STTEP model		
2.2 understand how to use the SEND Code of Practice to develop inclusive practice		
2.3 describe ways to ensure that personal attitudes, values or beliefs do not impact on inclusive practice.		

Unit Title	Promoting health and well-being in the early years
Unit Aim	The aim of this unit is to promote health and well-being – including healthy eating and the roles that parents and other caregivers can play in the promotion – both in the early years environment and at home.
Unique Unit Number	M/507/3139
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. understand how to promote the good health and well-being of children from birth to five years

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 explain the benefits of promoting children's good health and well-being in an early years environment		
1.2 explain the wider impact of promoting children's good health and well-being in an early years environment		
1.3 identify ways of promoting children's health and well-being		

Learning Outcome: 2. understand the important role that parents and other caregivers contribute to the health and well-being of their children.

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 explain the important role that parents and other caregivers play in contributing to the health and well-being of their child		
2.2 identify ways of promoting physical activity and healthy living to parents and other caregivers that will enable them to encourage the health and well-being of their child.		

Unit Title	Deliver physical activity sessions in an early years environment
Unit Aim	The aim of this unit is to develop the understanding required in order to be able to deliver physical activity sessions which are both safe and purpose-driven.
Unique Unit Number	K/507/3141
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. be able to prepare resources for physical activity sessions in an early years environment

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 ensure that the identified resources meet the requirements of the planned session		
1.2 handle equipment safely		
1.3 set up equipment according to the session plan		
1.4 ensure the activity environment is safe, appropriate and conducive to learning for all participants		
1.5 ensure everyone involved in the session has the information they need to participate		

Learning Outcome: 2. be able to prepare participants for physical activity sessions in an early years environment

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 meet the participants at the scheduled time		
2.2 help the participants feel welcome and relaxed		
2.3 record attendance in line with organisational procedures		
2.4 ensure each participant's clothing and equipment are safe and appropriate for planned activities		
2.5 organise the participants in order to communicate with them		
2.6 establish behaviour rules for the session		
2.7 explain the aims of the session in a way participants will understand		
2.8 ensure the participants are prepared for the activities and ready to participate		

Learning Outcome: 3. be able to lead physical activity sessions in an early years environment.

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 provide clear information to participants about the planned activities		
3.2 ensure activities maximise participants' learning in line with the participant goals		
3.3 support a positive learning environment where participants can ask questions		
3.4 respond to the participants' questions helpfully and clearly.		

Unit Title	Review physical activity sessions in an early year
Unit Aim	The aim of this unit is to develop the understanding required in order to be able to review physical activity sessions which are both safe and purpose-driven.
Unique Unit Number	J/507/3146
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. be able to review physical activity sessions

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 choose an appropriate time and place for the review		
1.2 encourage participants to take part in the review		
1.3 make sure the review takes account of the participants' experiences and progress during the session		
1.4 help the participants to identify, and be positive about, what they have achieved		
1.5 explore with the participants how activities within a session can be applied in the future		

Learning Outcome: 2. be able to reflect on and evaluate physical activity sessions.

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 review the outcomes and objectives for the activities within a session that have been delivered		
2.2 reflect on all aspects of the activities within a session that have been delivered		
2.3 reflect on the feedback received from participants, where appropriate, or others, including managers, supervisors, parents and guardians		
2.4 identify what went well and what could be improved		
2.5 discuss and review areas for further development		
2.6 record evaluations for future reference.		

Unit Title	Plan a series of physical activity sessions in an early years environment
Unit Aim	The aim of this unit is to develop the understanding required in order to be able to plan physical activity sessions which are both safe and purpose-driven.
Unique Unit Number	R/507/3490
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. know how to plan physical activity sessions for an early years environment

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 explain the importance of careful and thorough planning for physical activities		
1.2 state how to identify participant needs and motivations, and the potential of the participants		
1.3 describe the types of special needs that participants may have and what additional support might be required		
1.4 explain the importance of maintaining participant confidentiality and how this is achieved		
1.5 outline the key aspects of a physical activity session plan		

1.6 identify health and safety requirements that may impact on physical activity sessions		
1.7 identify how to ensure any required equipment and facilities will be available		
1.8 identify other people who may be able to contribute to the delivery of physical activity sessions, and describe their potential contribution		
1.9 describe how physical activity sessions might be adapted due to unforeseen circumstances to the environment or participant needs		

Learning Outcome: 2. be able to review participants' needs for a series of physical activity sessions

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 collect accurate and up-to-date information relevant to the participants and the series of sessions		
2.2 maintain confidential information appropriately		
2.3 use the collected information to identify participants' needs		
2.4 identify how participants' needs may impact on the sessions		
2.5 identify the overall aims for the series of physical activity sessions		

Learning Outcome: 3. be able to plan a series of physical activity sessions for early years physical development.

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 the goals for each physical activity session in the series that meet the needs of the participants and the group		
3.2 develop physical activity session plans that are consistent with own level of competence and that support current early years development plans		
3.3 identify activities and delivery styles that will motivate participants and achieve the planned goals for each session in the series		
3.4 ensure plans include realistic timings, sequences and duration of activities		
3.5 ensure plans allow for a balance of instruction, activity and discussion		
3.6 identify resources required for each physical activity session		
3.7 ensure plans are consistent with accepted good practice for physical development in the early years.		

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):

The requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The centre is required to recruit and deploy approved tutors. The tutors are responsible for the delivery and assessment of the qualification. Tutors are required to have:

- QTS status or Early Years Teaching experience
- recent & relevant experience delivering Early Years (0-5 years) physical development activities
- knowledge of the Early Years Foundation Stage Statutory Framework

Or

- hold a Level 5 Diploma in Teaching in the Lifelong Learning Sector [DTLLS]/Level 3/4 Certificate in Teaching in the Lifelong Learning Sector [CTLLS] or a Certificate in Education or equivalent. CTLLS is the minimum teaching qualification allowed for this qualification.
- recent and relevant experience delivering Early Years physical development activities
- knowledge of the Early Years Foundation Stage Statutory Framework

Assessor(s):

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

The recognised centre is required to recruit and deploy approved assessors. The assessors are responsible for the delivery and assessment of the qualification. All assessors must possess the following:

- hold, or be working towards, an assessor qualification or
- be in possession of QTS

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

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

The recognised centre is required to recruit and deploy approved internal quality assurers who are responsible for the internal quality assurance activities. Internal quality assurers are required to hold one of the following:

- V1 Unit
- 1st4sport Certificate in Internal Verification in Sport
- ENTO Unit D34.

Additional Qualification Requirements

The minimum venue, facility and requirements stated in the centre handbook apply.
All delivery sites must include the following:

- a practical space (at least the size of a classroom) that includes a practical indoor playing area to cater for at least 20 learners; where a cohort exceeds 16 learners, a space larger than a classroom is required

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

- sports or physical activity equipment to facilitate the chosen activities which must include as a minimum:
 - beanbags (at least six)
 - range of different balls
 - range of rackets and bats
 - cones (at least 10)
 - hoops (at least five) - floor markers
 - gym mats
 - dance scarves
 - soft play equipment.

The recognised centre must have enough equipment to allow learners to take part in demonstrations/activities simultaneously.

This qualification is regulated by Ofqual (601/6581/9), CCEA and QiW (C00/1300/7 - Designated).

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