

# 1st4sport Level 3 Award in Education and Training

## Qualification Specification



## About Us

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

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

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

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

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

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

## Qualification Specification

Title:	1st4sport Level 3 Award in Education and Training
Qualification Overview:	Develops the skills necessary to progress into teaching/training and support roles in the further education and skills sector.
Qualification Code:	L3AETQ
Qualification Regulation Number:	601/0460/0
Guided Learning Hours (GLH):	48
Total Qualification Time (TQT):	120
Credit Value (if applicable):	12
Operational Start Date:	01/08/2013
Qualification Review Date:	28/02/2025
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to deliver teaching/training or support teaching/training in the education and training sector.
Qualification Purpose:	Prepare for employment in a specific occupational area.

### Who is this qualification for?

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

### Qualification Progression

Once in a teaching role, you may choose to follow a programme of training for the Level 4 Certificate in Education & Training or the Level 5 Diploma in Education & Training depending upon your role and associated teaching responsibilities.

This qualification can help learners to progress in teaching/training and support roles in a wide range of organisations in the education and training sector. These include; Public sector organisations, Private sector organisations, Further Education, Adult and Community Education

### Entry Requirements

Learners must be a minimum of 19 years old at registration and 19 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 19 years of age
- be able to undertake this assessment in English or Welsh (if available)

## Assessment Methods

The assessment methods used in this qualification are:

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

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

## Grading Methods

This qualification will be graded Pass / Fail.

## Qualification Structure

Learners must successfully complete all mandatory units and 2 of 5 optional units to achieve this qualification.

### Mandatory Units

Unit ID	Unit Title	GLH
H/505/0053	Understanding roles, responsibilities and relationships in education and training	12

### Optional Units

Unit ID	Unit Title	GLH
D/505/0052	Understanding and using inclusive teaching and learning approaches in education and training	24
F/502/9548	Facilitate learning and development in groups	35
D/601/5313	Understanding the principles and practices of assessment	24
J/502/9549	Facilitate learning and development for individuals	6
R/505/0050	Understanding assessment in education and training	12

### Pathway Units (where applicable)

There are no pathway units in this qualification

<b>Unit Title</b>	Understanding roles, responsibilities and relationships in education and training
<b>Unit Aim</b>	The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training.
<b>Unique Unit Number</b>	H/505/0053
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	An appropriate and comprehensive understanding of the requirements of the unit, which will be assessed via written tasks and assignments.

### Learning Outcome: 1. Understand the teaching role and responsibilities in education and training

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain the teaching role and responsibilities in education and training	
1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities.	
1.3 Explain ways to promote equality and value diversity.	
1.4 Explain why it is important to identifying and meet individual learner needs.	

### Learning Outcome: 2. Understand ways to maintain a safe and supportive learning environment.

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Explain ways to maintain a safe and supportive learning environment.	
2.2 Explain why it is important to promote appropriate behaviour and respect for others.	

### Learning Outcome: 3. Understand the relationships between teachers and other professionals in education and training

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Explain how the teaching role involves working with other professionals.	
3.2 Explain the boundaries between the teaching role and other professional roles.	
3.3 Describe points of referral to meet the individual needs of learners.	



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

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

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



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

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

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

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

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

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

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

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

Unit Title	Facilitate learning and development in groups
Unit Aim	The aim of this unit is to assess a learning and development practitioner's understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, role-plays, simulations and experiential learning.
Unique Unit Number	F/502/9548
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

**Learning Outcome: 1. Understand principles and practices of learning and development in groups.**

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Explain purposes of group learning and development	
1.2 Explain why delivery of learning and development must reflect group dynamics	
1.3 Evaluate methods for facilitating learning and development to meet the needs of groups	
1.4 Explain how to manage risks and safeguard individuals when facilitating learning and development in groups	
1.5 Explain how to overcome barriers to learning in groups	
1.6 Explain how to monitor individual learner progress within group learning and development activities	
1.7 Explain how to adapt delivery based on feedback from learners in groups	

**Learning Outcome: 2. Be able to facilitate learning and development in groups**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Clarify facilitation methods with group members to meet group and individual learning objectives	
2.2 Implement learning and development activities to meet learning objectives	
2.3 Manage risks to group and individual learning and development	

**Learning Outcome: 3. Be able to assist groups to apply new knowledge and skills in practical contexts**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Develop opportunities for individuals to apply new knowledge and skills in practical contexts	
3.2 Provide feedback to improve the application of learning.	

**Learning Outcome: 4. Be able to assist learners to reflect on their learning and development undertaken in groups**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Support self-evaluation by learners	
4.2 Review individual responses to learning and development in groups	
4.3 Assist learners to identify their future learning and development needs	

<b>Unit Title</b>	Understanding the principles and practices of assessment
<b>Unit Aim</b>	The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment.
<b>Unique Unit Number</b>	D/601/5313
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners must complete the assessment contained in the Learner Portfolio.

### Learning Outcome: 1. Understand the principles and requirements of assessment

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Explain the function of assessment in learning and development	
1.2 Define the key concepts and principles of assessment	
1.3 Explain the responsibilities of the assessor	
1.4 Identify the regulations and requirements relevant to the assessment in own area of practice	

### Learning Outcome: 2. Understand different types of assessment method

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners	

### Learning Outcome: 3. Understand how to plan assessment

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Summarise key factors to consider when planning assessment	
3.2 Evaluate the benefits of using a holistic approach to assessment	
3.3 Explain how to plan a holistic approach to assessment	
3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility	
3.5 Explain how to minimise risks through the planning process	

### Learning Outcome: 4. Understand how to plan assessment

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Explain the importance of involving the learner and others in the assessment process	
4.2 Summarise types of information that should be made available to learners and others involved in the assessment process	
4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning	
4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners	

### Learning Outcome: 5. Understand how to make assessment decisions

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> <li>• sufficient</li> <li>• authentic</li> <li>• current</li> </ul>	
5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> <li>• made against specified criteria</li> <li>• valid</li> <li>• reliable</li> <li>• fair</li> </ul>	

### Learning Outcome: 6. Understand quality assurance of the assessment process

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 Evaluate the importance of quality assurance in the assessment process	
6.2 Summarise quality assurance and standardisation procedures in own area of practice	
6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice	

### Learning Outcome: 7. Understand how to manage information relating to assessment

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 Explain the importance of following procedures for the management of information relating to assessment	
7.2 Explain how feedback and questioning contribute to the assessment process	



**Learning Outcome: 8. Understand the legal and good practice requirements in relation to assessment**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare	
8.2 Explain the contribution that technology can make to the assessment process	
8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment	
8.4 Explain the value of reflective practice and continuing professional development in the assessment process	

Unit Title	Facilitate learning and development for individuals
Unit Aim	The aim of this unit is to assess a learning and development practitioner's understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods.
Unique Unit Number	J/502/9549
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed. 'Practitioner' means anyone with a learning and development responsibility as part of their role.</p>

### Learning Outcome: 1. Understand principles and practices of one to one learning and development

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain purposes of one to one learning and development	
1.2 Explain factors to be considered when facilitating learning and development to meet individual needs	
1.3 Evaluate methods for facilitating learning and development to meet the needs of individuals	
1.4 Explain how to manage risks and safeguard individuals when facilitating one to one learning and development	
1.5 Explain how to overcome individual barriers to learning	
1.6 Explain how to monitor individual learner progress	
1.7 Explain how to adapt delivery to meet individual learner needs	

### Learning Outcome: 2. Be able to facilitate one to one learning and development

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Clarify facilitation methods with individuals to meet their learning and/or development objectives	
2.2 Implement activities to meet learning and/or development objectives	
2.3 Manage risks and safeguard learners participating in one to one learning and/or development	

**Learning Outcome: 3. Be able assist individual learners in applying new knowledge and skills in practical contexts**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
3.1 Develop opportunities for individuals to apply their new knowledge and learning in practical contexts	
3.2 Explain benefits to individuals of applying new knowledge and skills	

**Learning Outcome: 4. Be able to assist individual learners in reflecting on their learning and/or development**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
4.1 Explain benefits of self evaluation to individuals	
4.2 Review individual responses to one to one learning and/or development	
4.3 Assist individual learners to identify their future learning and/or development needs	

<b>Unit Title</b>	Understanding assessment in education and training
<b>Unit Aim</b>	The purpose of this unit is to enable the learner to understand how different types and methods of assessment are used in education and training. It includes ways to involve learners in assessment and requirements for record keeping.
<b>Unique Unit Number</b>	R/505/0050
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	An appropriate and comprehensive understanding of the requirements of the unit, which will be assessed via written tasks and assignments.

**Learning Outcome: 1. Understand types and methods of assessment used in education and training**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 Explain the purposes of types of assessment used in education and training.	
1.2 Describe the characteristics of different methods of assessment in education and training.	
1.3 Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs.	
1.4 Explain how different assessment methods can be adapted to meet individual learner needs.	

**Learning Outcome: 2. Understand how to involve learners and others in the assessment process.**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Explain why it is important to involve learners and others in the assessment process	
2.2 Explain the role of peer- and self-assessment in the assessment process.	
2.3 Identify sources of information that should be made available to learners and others involved in the assessment process.	

**Learning Outcome: 3. Understand the role and use of constructive feedback in the assessment process.**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Describe key features of constructive feedback.	
3.2 Explain how constructive feedback contributes to the assessment process.	
3.3 Explain ways to give constructive feedback to learners.	

**Learning Outcome: 4. Understand requirements for keeping records of assessment in education and training**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Explain the need to keep records of assessment of learning.	
4.2 Summarise the requirements for keeping records of assessment in an organisation.	

## Qualification Conditions: Delivery and assessment requirements

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

## Qualification Approval Conditions: Workforce requirements

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

### Tutor(s):

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

The recognised 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:

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

Tutors must have attended a qualification induction by the centre to orientate them into the centre specific learning and assessment programme.

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

### 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.

Assessor are required to:

- hold a recognised assessing qualification

Additional workforce criteria are below for assessors covering any of the following Learning and Development units: Facilitate learning and development for individuals (J/502/9549); Facilitate learning and development in groups (F/502/9548) or Understanding the principles and practices of assessment (D/601/5313)

- hold a work environment assessor qualification:
- have successfully assessed learners for other qualifications
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance, including CPD in assessment and quality assurance.

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

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

Internal quality assurers are required to:

- hold a recognised teaching qualification (or has substantial and successful teaching experience in education and training)
- have relevant teaching experience in an education or training context.
- hold a recognised assessing qualification
- hold a recognised internal verification/internal quality assurance qualification

IQAs must have attended a qualification induction by the centre to orientate them into the centre specific qualification learning and assessment programme and IQA strategy.

### Additional Qualification Requirements

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

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

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

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

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

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

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

This qualification is regulated by Ofqual (601/0460/0), CCEA and QiW (C00/0959/2 - Regulated).



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UK Coaching

2 City Walk

Leeds

LS11 9AR

T: 0113 274 4802

E: [centreservices@1st4sportqualifications.com](mailto:centreservices@1st4sportqualifications.com)

[www.1st4sport.com](http://www.1st4sport.com)