1st4sport Level 3 Diploma in Sport and 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 though 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 Diploma in Sport and Physical Activities
Qualification Overview:	Provides learners with the knowledge, understanding and skills to help build a career in the sport and physical activity sector.
Qualification Code:	L3DSPA
Qualification Regulation Number:	601/7671/4
Guided Learning Hours (GLH):	750
Total Qualification Time (TQT):	1120
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 establish an academic career or find work in the sport and active leisure sector.
Qualification Purpose:	Prepare for employment in a specific occupational area.

Who is this qualification for?

The qualification is designed for post-16 learners who have an active interest in the sport and active leisure sector and want to study a qualification, with opportunities to apply theory into practice. It is suitable for learners who wish to continue their studies in higher education in a sport or teaching related subject or to seek employment in the sport and active leisure sector

Qualification Progression

Learners who complete this qualification learners may progress to an advanced apprenticeship programme in a range of sport and active leisure sector areas, or to Level 3 or 4 qualifications, such as; Vocational, A-levels, technical Certificates, Technical Levels and Applied Generals.
This qualification can help to support progression to higher education in the areas of sports science, sports and exercise studies, sports coaching, leisure management, sports development or initial teacher training. Higher education institutions may require learners to achieve additional level 3 qualifications in order to meet their entry requirements. Alternatively learners may look to progress to a HND or foundation degree rather than progressing straight to an undergraduate programme.

The 1st4sport Level 3 Diploma in Sport and Physical Activities provides an access route to several Advanced Level Apprenticeships including Supporting Teaching and Learning in Physical Education and School Sport, Sports Development and Leisure Management.
Learners may also move into employment in the Sport and Active Leisure industry, in roles related to the delivery of PE and School Sport, sports coaching, instructing, leading or delivering physical activity programmes in the wider community.

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 8 mandatory units),
- Multiple Choice Examination (in 1 of 8 mandatory units),
- Written Examination (in 3 of 8 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
M/507/8132	Enterprise and innovation in the sport and active leisure industry	60
D/507/8126	Apply physiology to sport and physical activity	120
H/507/8130	Deliver Physical Education and School Sport	120
H/507/8127	Apply nutrition to sport and physical activity	90
K/507/8131	Apply research methods for sport and physical activity	60
K/507/8128	Develop the community through sport and physical activity	60
M/507/8129	Design and deliver sport and physical activity programmes	120
T/507/8133	Apply Psychology for sport and physical activity	120

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Enterprise and innovation in the sport and active leisure industry
Unit Aim	The aim of this unit is to enable learners to understand the impact of enterprise in sport and active leisure on the community and to support both local and national initiatives, as well as understand how to develop their own enterprise activities as a response to a perceived gap in local and national markets. Learners will also understand how to initiate and engage in enterprise, offering innovative solutions to existing enterprises or businesses through employer engagement.
Unique Unit Number	M/507/8132
Unit Assessment Method(s)	Coursework
Assessment Specification	3 X Internally Assessed assignments (i) Assignment 1 (LO1 & LO2) 50% (ii) Assignment 2 (LO3) 25% (iii) Assignment 3 (LO4) 25%.

Learning Outcome: 1. Understand enterprise 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:
1.1 Discuss a range of enterprise and business projects, their governance arrangements and legal considerations	Business enterprise definition, types, legal requirements and governance arrangements: • Sole traders • Partnerships • Companies • Franchises	
1.2 Evaluate a range of management functions and business management elements which contribute to successful enterprise projects and businesses	Planning, Organising, Coordinating, Directing, Controlling. Leadership techniques (traditional V modern approaches) and business management: • Strategic management • Financial management • Human resource management • Information technology management • Marketing management • Operations management	

Learning Outcome: 2. Understand the impact of business enterprise in the sport and active leisure on local community and national initiatives		
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 Classify a range of business enterprises available to the local and national community	• StreetSports.org.uk • The Homeless World Cup • Street football world • Bikeworks • ConnectSport	
2.2 Evaluate the impact of enterprise and business projects on the local community	• Health agenda • Sport England • Participation Agenda • Education Agenda • Local initiatives • Sport specific initiatives (FA, ECB)	

Learning Outcome: 3. Understand how to initiate a local or national business enterprise 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 Conduct market analysis from a local and national perspective	• Identification of industry, target market and structure • Market segmentation • Market size • Market growth rate • Market trends • Market opportunity and gaps • Market profitability (Porter fives forces analysis) • Research into competitors and market share • Product/service differentiation • Price comparison and analysis • Distribution channels • Success factors • Customer needs • Regulations	
3.2 Explore local and national gaps in the market		
3.3 Identify trends in local and national markets	Trend identification techniques: • Customer analysis • Choice modelling • Competitor analysis • Risk analysis • Product research • Advertising the research • Marketing mix modelling • Simulated Test Marketing	
3.4 Develop a business plan which justifies an innovative solution to respond to a gap in the market	Business plan structure: • Cover page and table of contents • Executive summary • Mission statement • Business description • Business environment analysis • SWOT analysis • Industry background • Competitor analysis • Market analysis • Marketing plan • Operations plan • Management summary • Financial plan • Attachments and milestones	

Learning Outcome: 4. Understand how to successfully engage with an enterprise 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 Engage with a business enterprise	Engagement: CV and covering letter Business Enterprises: • Sports clubs • Gyms • Fitness suites • National governing bodies • Leisure centres	
4.2 Evaluate the effectiveness of a business enterprise	Tools and techniques for business performance analysis	
4.3 Present innovative business enterprise solutions	• Improved systems • Process optimisation • Adapted marketing strategic • Enhance information and technology • Balance external opportunities and internal resources • Financial management control • Project management	

Unit Title	Apply physiology to sport and physical activity
Unit Aim	This unit will assess the structure and function of the various internal systems and how they respond to sport and physical activity over time.
Unique Unit Number	D/507/8126
Unit Assessment Method(s)	Written Examination
Assessment Specification	One externally set, externally assessed short answer examination lasting 90 minutes to be completed in an invigilated environment.

Learning Outcome: 1. Know the structure and function of key anatomical systems utilised 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 Describe the structure of the skeletal system	• Axial and appendicular skeleton • Number of bones • Names of bones • 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"	
1.2 Explain the key functions of the skeletal systems	• Functions - Shape and support - Movement - Protection - Storage of minerals - Production of blood cells - Storage of energy	

1.3 describe the structure of the muscular system	• Names of muscles • Location • Origin and insertion • Shape and size • Muscle contraction • Muscle types - Cardiac - Smooth - Skeletal • Muscle fibre types - Slow twitch - Fast twitch • Sarcomere structure - Myofibril: A cylindrical organelle running the length of the muscle fibre, containing Actin and Myosin filaments. - Sarcomere: The functional unit of the Myofibril, divided into I, A and H bands. - Actin: A thin, contractile protein filament, containing 'active' or 'binding' sites. - Myosin: A thick, contractile protein filament, with protrusions known as Myosin Heads. - Tropomyosin: An actin-binding protein which regulates muscle contraction. - Troponin: A complex of three proteins, attached to Tropomyosin. • Sliding filament theory	
1.4 Explain the key functions of the muscular systems	• Movement - Abductor - moves a limb away from the midline - Adductor - moves a limb towards the midline - Extensor - increase the angle at a joint - extends a limb - Flexor - decreases the angle at a joint - flexes a limb - Pronator - turns a limb to face downwards - Supinator - turns a limb to face upwards - Rotator - rotates a limb - Sphincter - closes an orifice of opening • Posture • Circulation of blood • Body heat	

1.5 Describe the structure of the cardiovascular system	• Cardiac structure - Endocardium, pericardium, myocardium - Atriums/ventricles - Atrio-ventricular (tricuspid and mitral) valves - Semi-lunar valves - Septum - Vena cava - Aorta - Bundle of His - Sinoatrial node • Cardiac system - Cardiac cycle - Cardiac output • Vascular system - Pulmonary and systemic circuit - Arteries and arterioles - Veins and ventricles - Capillaries - Blood (red and white blood cells) - Plasma • Blood pressure – definition, measurement, contraindications of exercise	
1.6 Explain the key functions of the cardiovascular system	• Functions - Transport: nutrients, gases, waste products - Protection: infection and blood loss - Thermoregulation - Fluid Balance - changes in cardiac output during exercise	
1.7 Describe the structure of the respiratory system	• Upper respiratory tract - Nose, mouth and nasal cavity - Pharynx - Larynx • Lower respiratory tract - Trachea - Bronchi - Bronchioles • Lungs - Alveoli - Diaphragm	
1.8 Explain function of the respiratory system	• Pulmonary ventilation • Exchange of gases: external respiration, internal respiration	

1.9 Describe the organisation and function of the nervous system	General functions of: - Central nervous system - Peripheral nervous system (somatic, autonomic, enteric) • Function of a neuron • Role of the motor unit • Neuromuscular adaptations associated with exercise • Benefits of improved neuromuscular coordination/efficiency to exercise performance • Role of the autonomic nervous system in sport and physical activity	

Learning Outcome: 2. Understand anatomical system responses during 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 Explain the response of the musculoskeletal system to sport and physical activity	Immediate responses: - Increased motor unit recruitment - Increased fuel metabolism and by-product production - Increased oxygen consumption - Increased muscle temperature - Muscle fibre micro tears - Increased synovial fluid production - Increased joint temperature (reducing viscosity of synovial fluid) - Increased range of movement - Use of energy systems (aerobic, lactic, anaerobic) Adaptations over time: - Increased bone density - Increased ligament strength - Increased muscle strength - Increased muscle size (hypertrophy) - Increased numbers of mitochondria	
2.2 Explain the response of the cardiovascular system during sport and physical activity	Immediate Responses: - Increased heart rate - Increased stroke volume - Increased cardiac output - Increased blood flow - Increased blood pressure - Decreased blood oxygen content - Vasodilation/vasoconstriction to redirect blood flow to working muscles Adaptations over time: - Increased Heart size (hypertrophy) - Reduced resting heart rate - Increased stroke volume - Reduced resting Blood pressure - Increased red blood cell count - Increased capillary bed density	
2.3 Explain the response of the respiratory system during sport and physical activity	Immediate Responses: - Increased breathing rate - Increased breathing depth Adaptations over time: - Increased vital capacity - Increased respiratory muscular strength (intercostals, diaphragm) - Increased number/diameter of alveoli capillaries	

Learning Outcome: 3. Know how to conduct field-based fitness assessments		
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 field-based fitness assessments	Field based fitness assessments: - Beep / Bleep Shuttle Run/ Multi Stage Fitness Test - Sprint (RAST) Test - Cooper Run - Bruce Test - Illinois Agility Test - Sit and Reach - Calf Flexibility Test - Vertical Jump Test - Standing Long Jump - Handgrip Strength - Press-up Test - Sit-up Test - Skinfold Test - Step Test	
3.2 Describe testing methods for a range of field-based fitness assessments		
3.3 Explain how to interpret field-based fitness assessment data		

Unit Title	Deliver Physical Education and School Sport
Unit Aim	The aim of this unit is for learners to deliver a Unit of Work including establishing and maintain relationships with pupils and others, using assessment information to modify planning that meet pupils' needs and to promote pupil learning and progress against the floor standard for the appropriate key stage.
Unique Unit Number	H/507/8130
Unit Assessment Method(s)	Coursework
Assessment Specification	See assessment guidance.

Learning Outcome: 1. be able to deliver aspects of a High-Quality Physical Education and School Sport programme		
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 establish and maintain relationships during delivery, including: • summarising information to all relevant parties • coordinating the allocation of resources • ensuring all understand roles and responsibilities • delivering safe practice at all times • demonstrating how to provide opportunities for pupils to enjoy the learning experience • managing pupils' engagement with each other effectively and fairly, in a way appropriate to their needs	• Communication (Component 1) • Safe Practice	

1.2 deliver activities in a safe, inclusive and engaging way	• Stage appropriate language (Component 1) • Maslow's hierarchy • Effective Questioning (Component 5) • Differentiation • SEN • Disability • Mastery • The inclusion spectrum • Dynamic risk assessment	
1.3 use demonstration and explanation to deliver activities	• Differentiation • Demonstrate how to allocate activities to pupils in a way that is appropriate to them and is likely to maximise learning • Apply motivational techniques to help pupils achieve goals against Physical Education stated aims • Implement methods to check pupils' understanding • Demonstrate how to support a range of abilities to enable pupils to learn and participate effectively • Communications • Communication – Visual (Component 1)	

Learning Outcome: 2. be able to review pupil(s') progress during the implementation of the Physical Education and School Sport programme		
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 evaluate pupil(s') performance in an equitable manner using methods identified in the evaluation plan	• Learning in all domains (Head-Heart-Hands) • Objective judgement against floor standards	
2.2 empower pupils to evaluate and recognise their achievements	• Peer and self-assessment	
2.3 give appropriate, positive and timely feedback	• Feedback with an emphasis on how to improve (Component 5) • Signpost to clubs or other specialists to promote continued participation and development • Benefits of community sport in relation to school sport (differences) • Team selection	
2.4 use collected information to identify and agree improvements to the programme as a result of the review activities	• Critical reflection • Evaluation • Evidence • Records • Sampling	

Learning Outcome: 3. understand how to modify the Physical Education and School Sport programme in response to feedback and changes in needs		
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 goals and components of the Physical Education and School Sport programme that may need to be adapted	• Formative Assessment (Component 5) • Summative Assessment (Component 5) • Linked to expectations for progress and current progress	
3.2 develop contingency plans	• Use Assessment for Learning to plan future lessons • Plan specific interventions to meet learner needs	
3.3 justify and agree modifications to goals and programmes with teacher(s), pupil(s) and relevant others	• Communication (Component 1)	
3.4 explain resource implications as a result of modifications made	• Communication (Component 1)	
3.5 introduce the modifications to teacher(s), pupil(s) and relevant others, appropriate to their needs	• Communication (Component 1)	
3.6 monitor the impact of improvements made and modify the programme as necessary	• Formative / Assessment for Learning (Component 5)	

Unit Title	Apply nutrition to sport and physical activity
Unit Aim	This unit assesses the learner's understanding of the links between nutrition, health, physical activity and performance in sport. Learners will be assessed on the fundamental knowledge of nutrition including healthy diet, dietary requirements of the general population and develop an understanding of the influence of nutrition on sport and physical activity performance levels.
Unique Unit Number	H/507/8127
Unit Assessment Method(s)	Written Examination
Assessment Specification	One externally set, externally assessed examination including short answer questions and case studies lasting 90 minutes to be completed in an invigilated environment.

Learning Outcome: 1. understand the requirements for and the principles of a balanced diet		
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 Differentiate between key nutritional terms	• Diet • Healthy eating • Nutrition • Balanced diet	
1.2 Clarify common terminology used in nutrition	• UK dietary reference values (DRV) • Recommended daily allowance (RDA) • Recommended daily intake (RDI) • Glycaemic Index	
1.3 Explain the nutritional information required when dealing with a variety of individuals	Individuals affected by: - Obesity - Diabetes - Eating disorders - Children - Young people - Adults - Pregnancy - Elderly - Food allergies – nuts, celiac, diary, eggs, fruit - Food intolerances – lactose, wheat, e-numbers	
1.4 Compare the main energy systems required for sport and physical activity	• ATP-PCR System • Glycolytic System • Oxidative System • Slow glycolysis • Krebs cycle • Electron transport chain • Beta oxidation • Lactic Acid production	
1.5 Explain how to obtain energy balance for participation in sport and physical activity	• Energy input • Energy output • Resting metabolic rate • Dietary thermogenesis • Physical activity • Basal metabolic requirements • Body composition/somatotype	

Learning Outcome: 2. Understand the role of nutrients for 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:

2.1 Analyse the role of macronutrients	Macronutrients: • Why we need carbohydrates, - Carbohydrates are the body's main source of fuel. - Carbohydrates are easily used by the body for energy. - All of the tissues and cells in our body can use glucose for energy. - Carbohydrates are needed for the central nervous system, the kidneys, the brain, the muscles (including the heart) to function properly. - Carbohydrates can be stored in the muscles and liver and later used for energy. - Carbohydrates are important in intestinal health and waste elimination. - Carbohydrates are mainly found in starchy foods (like grain and potatoes), fruits, milk, and yogurt. Other foods like vegetables, beans, nuts, seeds and cottage cheese contain carbohydrates, but in lesser amounts. • Types of Carbohydrates - Simple and Complex - how the body produces energy from carbohydrates - how the body stores carbohydrates • Why do we need protein - Growth (especially important for children, teens, and pregnant women) - Tissue repair - Immune function - Making essential hormones and enzymes - Energy when carbohydrate is not available - Preserving lean muscle mass • How the body produces energy from protein • How the body stores protein • Why do we need fat - Normal growth and development - Energy (fat is the most concentrated source of energy) - Absorbing certain vitamins (like vitamins A, D, E, K, and carotenoids) - Providing cushioning for the organs - Maintaining cell membranes - Providing taste, consistency, and stability to foods • How the body produces energy from fat • How the body stores fat	

2.2 Analyse the role of micronutrients	• What are micronutrients – vitamins and minerals • Where can they be found - source • Vitamins, E, C, B, D, B12 • Minerals • Folic acid • Beta-carotene • Calcium • Iron • Immune system • Antioxidants	
2.3 Analyse the role of fluid in maintaining hydration levels	Dependent on: - Intensity of exercise - Duration of exercise - Temperature and humidity of the environment - Body chemistry - Sweat - Dehydration - Timings and quantities - Electrolytes and sports drinks	

Learning Outcome: 3. Understand the nutrients required and the use of supplements 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 Explain the relationship of macronutrients to sport and physical activity	• Intensity of the exercise • Duration of the exercise • Fitness level • Pre-exercise diet • Fatigue • Fuelling and timings	
3.2 Explain the relationship of micronutrients to sport and physical activity		
3.3 Evaluate the use of legal supplements in order to meet nutritional requirements	• Types of supplements • Guidelines for supplement use • Contamination • Side effects	

Learning Outcome: 4. Be able to produce nutrition plans in order to assist 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:
4.1 Evaluate energy expenditure of different sports and physical activities	• Sport/physical activity type • Intensities • Duration	
4.2 Develop a plan to improve performance in sport and physical activity	• Food types • Timings – pre-during-post • Quantities • Food preparation/method of cooking	

Unit Title	Apply research methods for sport and physical activity
Unit Aim	This unit develops the learners skills with applying research methods for sport and physical activity.
Unique Unit Number	K/507/8131
Unit Assessment Method(s)	Multiple Choice Examination
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. Be able to justify a proposal for research in a particular domain within sport or 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 Conduct a literature review and establish research rationale	• Exploring research topics • Identifying rationales • Comparing and contrasting views • Grouping views with similar conclusions • Identifying and justifying exemplary studies	
1.2 Justify research aims and questions	• Demonstrating how your research topic is evolved into a research question • Demonstrating how your study is relevant and corresponds to the research aims and question	
1.3 Rationalise a research design for a chosen topic	Research design structure: • Exploratory, descriptive, explanatory research purpose • Ethical considerations and constraints • Proposed timescales • Demographics, population, sampling, participants • Methodology • Validity and reliability of methodology and findings	

Learning Outcome: 2. Be able to use data collection and analysis methods to conduct research in a particular domain within sport or 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 Select appropriate primary and secondary data collection techniques	• Demonstrating a rationale for selecting primary, secondary or combined techniques to serve your research design • Demonstrating that the design of your data collection tools ensures validity and reliability of findings	
2.2 Evaluate data collected in preparation for analysis	Examining the raw information to make sure the data exists as required and there are no: • Incomplete responses • Data entry errors • Questionable entries	
2.3 Select appropriate qualitative and quantitative data analysis methods	• Demonstrating a rationale for selecting qualitative, quantitative or combined methods to serve your research design • Justifying the validity of the methods for representing the data analysis	

Learning Outcome: 3. Be able to report on research outcomes in a particular domain within sport or 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 Analyse research findings	• Exploring, preparing, inputting and checking data for analysis • Summarising, categorising and structuring data • Transcribing/coding data for analysis • Selecting appropriate tools and statistics to explore and present different aspects of data • Describing data and interpreting the tables, diagrams and statistics correctly	
3.2 Evaluate evidence based research findings to demonstrate valid and reliable conclusions	• Discussing and explaining findings • Making judgements rather than reporting facts • Demonstrating reflective thinking and making recommendations • Interpreting results in relation to the research aims and questions • Associating groups of findings with conclusions and vice versa • Considering implications of research and linking these to future research and theories detailed in literature review • Discussing strengths, weaknesses and limitations of the study	

Unit Title	Develop the community through sport and physical activity
Unit Aim	This unit considers the benefits of participating in sport and the importance of providing opportunities for individuals to engage in sport and physical activity, the reasons that obstruct access to participation in sport and physical activity and strategies that can be implemented to overcome barriers, encourage and motivate participants to get involved.
Unique Unit Number	K/507/8128
Unit Assessment Method(s)	Coursework
Assessment Specification	One internal assessment and one externally set, externally assessed case study to be completed in an invigilated environment. Assessment 1 – Internal, Presentation – 50%, (LO1 and LO2). Assessment 2 – External, Case study on organising an event – 50% (LO3).

Learning Outcome: 1. Understand the reasons which impact on participant engagement with sport and physical activity 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:
1.1 Identify and explain reasons for participation in sport and physical activity	• Physical: physical capability/fitness, body shape, weight management • Psychological: stress relief, feelings of enjoyment, developing friendships and support networks, habit (long term engagement)	
1.2 Explain the social benefits of sport and physical activity initiatives to local communities	• Bring different ages and cultures together for a common purpose • Tackle community issues – reducing youth crime, anti-social behaviour, improve support networks for vulnerable groups • Raise positive profile of an area/community/service • Reduce burden on NHS services • Signpost to other services	

1.3 Explain perceived barriers to access in sport and physical activity	• Gender: Perceptions of male/female sports, traditional roles, attitudes to activity • Age: Increasing age leads to need for less intense activities, transition between competitive sport to physical activity, challenge of starting new activity in later life • Socio-economic: Perceived cost of regular participation in activity - equipment, fees, kit, • Ethnicity, culture: Sport and physical activity is not 'normal' for some cultures and/or genders within cultures, requirement to respect religious beliefs and traditions, religious practice can affect ability to participate safely eg Ramadan • Disability: Lack of provision, lack of appropriately qualified and trained personnel to support delivery • Fitness levels: Perception that you need to be fit already to join in with established classes/clubs/activities • Previous negative experiences: Fear of failure based on previous experience, low quality provision gives negative stigma to any physical activity • Inexperience: Concerns over 'looking foolish' • Travel/location: Travel requirement will discourage some participants • Timing work/family commitments: work-life balance, shift work, single parent families	
1.4 Explain how perceived barriers to participation can be overcome	• Gender: Marketing activities specifically aimed at under-represented gender, use of gender-specific or mixed-gender sessions • Age: Sessions aimed at different age groups • Socio-economic: Concessionary rates, equipment provided, pay and play (rather than monthly subscription) • Ethnicity, culture: Sessions targeting specific population groups eg women only sessions • Disability: Raise awareness of coaches and provide CPD to ensure sessions are inclusive, taking activity to the participant • Fitness levels: Sessions aimed at different fitness/experience levels • Previous negative experiences: Fear of failure based on past experience, low quality provision gives negative stigma to any physical activity • Inexperience: Taster/beginner sessions • Travel/location: Consider transport links, ensure facilities are accessible • Timing work/family commitments: Schedule sessions at a range of times, provision of a crèche facility	

Learning Outcome: 2. Understand methods used to increase participant engagement with sport and physical activity 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:
2.1 Evaluate traditional approaches to increasing participation in sport and physical activity	Approaches to include: • Taster sessions • Open day • After school clubs provided by local sports clubs and/or schools • Holiday camps • Advertising in GP/chemists, discounts, membership offers • Provision of child care to increase accessibility • Club membership • Junior development programmes • School visits	
2.2 Compare innovative methods of increasing participation in sport and physical activity	• Use of Apps to instruct, motivate and record participation and progress • Joint memberships – exploiting the benefit of training with a friend • Use of discount provider – Groupon, Wowcher – to block book access to provision • 24-7 gyms/facilities to meet lifestyles • Advertising through use of Cookies/social media • Family sessions • Drop in sessions (pay and play) • Street Games and other social/youth engagement projects • Unusual/unconventional venues • Adapted games • Outdoor expeditions	

2.3 Describe sports development interventions, required to recruit and maintain high levels of participation in sport and physical activity programmes	Personal Skills of successful recruitment/retention of participants: • Good leadership • Diplomacy • Partnership working • Coaching skills • Good motivator, positive attitude, energetic • People orientated, friendly • Fair play • Equal opportunity minded, doesn't pre-judge Interventions to increase recruitment/retention of participants: • Engagement of a sports development officer. Role includes promoting participation through: i) Providing links between schools, clubs and communities ii) Providing opportunities for sport iii) Facilitating competitions iv) Securing facilities v)- Seeking funding vi) Liaising between sports providers and sponsors vii) Engaging with minority and underrepresented groups • Making sessions fun • Creating competition • Encouragement • Providing opportunities for progression • Recognition of achievement, praise, positive reinforcement, medals, trophies • Delegating tasks/responsibility (team captain, cheerleader, supporter) • Getting parents/friends, family involved	

Learning Outcome: 3. Understand how to plan and review a sport and active leisure event, used to increase participant engagement with sport and physical activity 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:
3.1 Explain the planning process for an event	Considerations: • Historical data (if similar events have taken place previously) • Budget - Income sources – entry fee, rent for concession stands, fundraising - Expenditure – facility hire, equipment hire, marketing, prizes, transport, staffing • Action plan: responsibilities, timescales • Promotion & marketing: how and when • Partnership working • Resources: personnel (ticketing, entrance, officials (referees, marshals), refreshments, prize givers, clean up), facility requirements, equipment requirements, first aid provision, transport • Health and safety: facility, equipment, personnel, attendees (participants, spectators) • Contingency planning to cover a range of scenarios: weather, building access, lack of personnel, lack of participants, lack of ticket sales, emergency action plans	
3.2 Explain the evaluation process for an event	Aspects to review: • Success of the event: money raised, attendance, people signed up to newsletters, future events/activities • Areas for improvement: lessons learnt during planning and running of the event • Legacy of event: increased participation numbers in regular activity, comparison of attendance figures with previous and/or similar events • Feedback from participants and spectators	

Unit Title	Design and deliver sport and physical activity programmes
Unit Aim	This unit discusses the roles and responsibilities of the Coach and assesses the learner's ability to design, plan, deliver and evaluate a coaching programme.
Unique Unit Number	M/507/8129
Unit Assessment Method(s)	Coursework
Assessment Specification	Two internal assessments (i) Assessment 1 – Written Report on the Role of the Coach (LO1). (ii) Assessment 2 –Design and deliver a sports and activity programme, with observation of coaching delivery (LO2 and LO3).

Learning Outcome: 1. Understand the role of the coach and others in planning and delivering sport and physical activity programmes		
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 roles and responsibilities associated with planning and delivering a sport and physical activity programme	The Role of the Programme coach: • Role of the lead/ head/ coach in the programme and sessions and the strategies to manage others in the coaching environment • Code(s) of Conduct that may impact on the coach and others. • How to coach within boundaries of the appropriate code(s) of conduct • Developing and following a coaching philosophy • Ethos of the participant-centred approach • Role of the coach in encouraging the pursuit of a healthy lifestyle • Prohibiting and understanding performance enhancing drugs and other illegal substances. • Assessing individual participant needs to ensure coaching is inclusive (disability/ impairment) • Methods to develop participant(s)' confidence and self-esteem • Opportunities to develop participants socially • The importance of being a positive role model • Career progressions and pathways in	

	sportThe Responsibilities of the Programme coach: • The overarching legal and sport-specific responsibilities of the role. • How to ensure coaching practice is equitable. • The impact of organisational procedures. • How to promote an understanding the rules of sport, positive promotion of the roles of officials in sport. • The importance of operating within own level of competence and experience and managing others within their level of competence. • The importance of maintaining confidentiality of participants' personal details. • How to encourage and empower participants. • The technical and tactical requirements of sport. • The principles of needs-led coaching. The Roles and Responsibilities of Others: • The breadth of roles in support of coaching to include: - Assistant Coach - Strength and Conditioning coach - Sports Officials - Physiotherapist - Nutritionist - Sports psychologist - Physician - Parents • How to operate within a coaching team • How to ensure positive relationships with others who may be involved with the provision of sport and physical activity to include: - All coaching support roles listed above - Club officials - Administrators - Grounds staff - Facility staff	

Learning Outcome: 2. Be able to plan and deliver a sport and physical activity programme		
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 Understand the process of planning sport and physical activity programmes	Components of a sports coaching programme to include: • Different cycles that make up a sports coaching programme to include:	

? Macro (annual) planning - an annual plan that works towards peaking for the goal competition of the year
? Meso cycle - a phase of training with a duration of between 2 – 6 weeks. The end of a phase of training should correspond with the end of a mesocycle , but there may be more than one mesocycle in any one phase
? Micro cycle - typically a week because of the difficulty in developing a training plan that does not align itself with the weekly calendar. Each microcycle is planned based on where it is in the overall macrocycle

- Preparation (pre-season)

- Split into two sub-phases: general preparation (working on general fitness levels) and specific preparation (working on higher intensity speed and power work and then in to skill related fitness)
- A base creation phase, objective is to attain previous training state
- Longest phase of periodization

- Competition (in-season)

- May contain a few main competitions each containing a pre-competitive and a main competition
- Within the main competition, an uploading phase and a special preparatory phase may be included

- Transition (post-season)

- Used to facilitate psychological rest, relaxation and biological regeneration as well as to maintain an acceptable level of general physical preparation
- Phase normally lasts 3–4 weeks (perhaps longer) but should not exceed five weeks under normal conditions
- Active rest – low level aerobic work
- May be sports specificDifferent factors to consider when developing a sports coaching programme to ensure the effective integration of all phases:

- Setting of appropriate goals of the overall programme and its component phases
- Selecting activities and resources that will facilitate the achievement of programme goals
- Communication of information about the programme including roles, responsibilities and expectations to participants and others involved in its delivery
- Maintaining the health and safety of all those involved in the programme through effective risk assessment and management
- How the programme will be monitored and refined as it develops, including the potential use of using contingency plans
- Identifying fixed points when participants' progress should be reviewed and evaluated

	throughout the programme • Consideration of barriers to participation and participant development and the identification of when reasonable adaptations to programme design, delivery methods and coaching styles may be required	
2.2 Design a sport and physical activity programme to meet participants' needs	Through combination of theoretical delivery and practical application: • Identification and analysis of evidence and sources of information that need to be collated to design the programme • Identifying the demands of [sport] to inform the programme design • the aims and aspirations of the participant(s) involved including the participant(s) current and desired levels of performance • Identifying how the participant(s)' age and stage of development affects the content of coaching programmes and sessions • Identifying how participant(s)' stage of development impacts on the coaching environment • Identifying what influence training and competition have throughout the different stages of development • Identifying the key aspects of an effective coaching environment for the chosen sport and physical activity • Planning the programme in relation to recreation or competition and the training cycles - level of participation (recreational, competitive league etc) • Recognition of possible barriers to participant development and reasonable adaptations to programme design, delivery methods and coaching styles that may be required • Setting out and agree programme goals with participants and others to cover skill acquisition, physical conditioning and mental preparation • Explaining to others their roles and responsibilities • Planning the focus and priority of each stage of the sports coaching programme • Incorporating the principles and processes in the context of the sport involved in planning and periodisation • Developing methods for evaluating performance that are safe, valid and reliable • Planning a schedule for the evaluation of the programme and share with participants and others	

2.3 Manage the implementation and delivery of a safe and equitable sport and physical activity programme	• Share and agree roles and responsibilities of participants and others • Ensure participants and others have access to equipment and facilities to meet their needs • Manage risk, and monitor participants and others according to health and safety requirements of the programme • Maintain regular communication with participants and others • Adapt coaching and leadership style to meet the needs and varied learning styles of the participants and others • Develop skill acquisition, physical conditioning and mental skills within the programme and individual activity sessions, integrating them effectively within the programme • Continually monitor and review the programme • Modify the programme to ensure sessions meet the programme goals if required • Evaluate the participants progress with them and others at agreed points during the programme • Utilise others to support the participant development and welfare and when to seek specialist advice on participants needs and potential that cannot be met to a competent person or agency • Provide support and feedback to others involved in the programme	

Learning Outcome: 3. Be able to evaluate a sport and physical activity programme		
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 Evaluate a sport and physical activity programme, sessions and coaching practice	• How to evaluate a sports coaching programme, sports coaching sessions and cycles including: - Analysis of evidence from the programme, cycles and sessions - Review and justification of the coaching and delivery methods selected and their importance during the planning of the programme - The involvement of others in the evaluation - Identifying and implementing recommendations for improvement from the evaluation process - The effective recording and communication of evaluation outcomes	
3.2 Apply self-reflection to a personal development plan	• How to develop a realistic and relevant Personal Development Plan, and who to involve in this process • Identifying others to provide feedback on own performance and how to analyse this constructively • The importance of taking account of your organisational objectives when evaluating your own performance and the performance of others and to develop them • Source opportunities for continual professional development • Record evidence of continual updating and recording of personal action plans.	

Unit Title	Apply Psychology for sport and physical activity
Unit Aim	This unit will investigate the various psychological factors that affect the performance of an individual when participating or performing within a sport or physical activity. This unit will explore the relationship between performance and personality, the effect of motivation on performance, the relationship between aggression and performance, the impact of arousal, stress and anxiety and performance and the ways through which we can change our behaviour towards exercise and physical activity.
Unique Unit Number	T/507/8133
Unit Assessment Method(s)	- Coursework - Written Examination
Assessment Specification	Internally assessed via project work, including an presentation (40%). Externally assessed via learner portfolio of evidence (60%).

Learning Outcome: 1. Know the structure and function of key anatomical systems utilised 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 Describe the structure of the skeletal system	• Axial and appendicular skeleton • Number of bones • Names of bones • 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"	
1.2 Explain the key functions of the skeletal systems	• Functions - Shape and support - Movement - Protection - Storage of minerals - Production of blood cells - Storage of energy	

1.3 describe the structure of the muscular system	• Names of muscles • Location • Origin and insertion • Shape and size • Muscle contraction • Muscle types - Cardiac - Smooth - Skeletal • Muscle fibre types - Slow twitch - Fast twitch • Sarcomere structure - Myofibril: A cylindrical organelle running the length of the muscle fibre, containing Actin and Myosin filaments. - Sarcomere: The functional unit of the Myofibril, divided into I, A and H bands. - Actin: A thin, contractile protein filament, containing 'active' or 'binding' sites. - Myosin: A thick, contractile protein filament, with protrusions known as Myosin Heads. - Tropomyosin: An actin-binding protein which regulates muscle contraction. - Troponin: A complex of three proteins, attached to Tropomyosin. • Sliding filament theory	
1.4 Explain the key functions of the muscular systems	• Movement - Abductor - moves a limb away from the midline - Adductor - moves a limb towards the midline - Extensor - increase the angle at a joint - extends a limb - Flexor - decreases the angle at a joint - flexes a limb - Pronator - turns a limb to face downwards - Supinator - turns a limb to face upwards - Rotator - rotates a limb - Sphincter - closes an orifice of opening • Posture • Circulation of blood • Body heat	

1.5 Describe the structure of the cardiovascular system	• Cardiac structure - Endocardium, pericardium, myocardium - Atriums/ventricles - Atrio-ventricular (tricuspid and mitral) valves - Semi-lunar valves - Septum - Vena cava - Aorta - Bundle of His - Sinoatrial node • Cardiac system - Cardiac cycle - Cardiac output • Vascular system - Pulmonary and systemic circuit - Arteries and arterioles - Veins and ventricles - Capillaries - Blood (red and white blood cells) - Plasma • Blood pressure – definition, measurement, contraindications of exercise	
1.6 Explain the key functions of the cardiovascular system	• Functions - Transport: nutrients, gases, waste products - Protection: infection and blood loss - Thermoregulation - Fluid Balance - changes in cardiac output during exercise	
1.7 Describe the structure of the respiratory system	• Upper respiratory tract - Nose, mouth and nasal cavity - Pharynx - Larynx • Lower respiratory tract - Trachea - Bronchi - Bronchioles • Lungs - Alveoli - Diaphragm	
1.8 Explain function of the respiratory system	• Pulmonary ventilation • Exchange of gases: external respiration, internal respiration	

1.9 Describe the organisation and function of the nervous system	General functions of: - Central nervous system - Peripheral nervous system (somatic, autonomic, enteric) • Function of a neuron • Role of the motor unit • Neuromuscular adaptations associated with exercise • Benefits of improved neuromuscular coordination/efficiency to exercise performance • Role of the autonomic nervous system in sport and physical activity	

Learning Outcome: 2. Understand anatomical system responses during 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 Explain the response of the musculoskeletal system to sport and physical activity	Immediate responses: - Increased motor unit recruitment - Increased fuel metabolism and by-product production - Increased oxygen consumption - Increased muscle temperature - Muscle fibre micro tears - Increased synovial fluid production - Increased joint temperature (reducing viscosity of synovial fluid) - Increased range of movement - Use of energy systems (aerobic, lactic, anaerobic) Adaptations over time: - Increased bone density - Increased ligament strength - Increased muscle strength - Increased muscle size (hypertrophy) - Increased numbers of mitochondria	
2.2 Explain the response of the cardiovascular system during sport and physical activity	Immediate Responses: - Increased heart rate - Increased stroke volume - Increased cardiac output - Increased blood flow - Increased blood pressure - Decreased blood oxygen content - Vasodilation/vasoconstriction to redirect blood flow to working muscles Adaptations over time: - Increased Heart size (hypertrophy) - Reduced resting heart rate - Increased stroke volume - Reduced resting Blood pressure - Increased red blood cell count - Increased capillary bed density	
2.3 Explain the response of the respiratory system during sport and physical activity	Immediate Responses: - Increased breathing rate - Increased breathing depth Adaptations over time: - Increased vital capacity - Increased respiratory muscular strength (intercostals, diaphragm) - Increased number/diameter of alveoli capillaries	

Learning Outcome: 3. Know how to conduct field-based fitness assessments		
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 field-based fitness assessments	Field based fitness assessments: - Beep / Bleep Shuttle Run/ Multi Stage Fitness Test - Sprint (RAST) Test - Cooper Run - Bruce Test - Illinois Agility Test - Sit and Reach - Calf Flexibility Test - Vertical Jump Test - Standing Long Jump - Handgrip Strength - Press-up Test - Sit-up Test - Skinfold Test - Step Test	
3.2 Describe testing methods for a range of field-based fitness assessments		
3.3 Explain how to interpret field-based fitness assessment data		

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 further qualification specific requirements stated below

- Hold a relevant higher-level sport or physical activity related qualification (eg. Level 4, HND, foundation degree, under graduate degree, master's degree)
- Show evidence of keeping up to date with best practice and developments in the provision of sports performance and excellence (CPD)
- Show current evidence of continuing professional development in tutoring/training
- Receive an appropriate induction to the 1st4sport Level 3 Diploma in Sport and physical activities qualification.

Tutors are responsible for the delivery of the learning programme provided by 1st4sport. They must have attended a qualification induction by the centre to orientate them into the learning and assessment programme for this qualification.

Assessor(s):

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

- Have experience (eg. participation, voluntary role or paid employment) in a relevant sports or physical activity related role over a sustained period (eg Sports Development Officer/ Manager, National Governing Body of Sport Manager, lead coach).

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

- hold a relevant higher-level sport or physical activity related qualification (eg. Level 4, HND, foundation degree, undergraduate degree, master's degree)
- Show current evidence of continuing professional development (CPD) in assessment and quality assurance
- Show current evidence of keeping up to date with best practice in the elite sport industry (CPD)
- Receive an appropriate induction to the Level 3 Diploma in Sports Performance and Excellence

The IQA is responsible for the consistency of standards across all assessments. Internal quality assurer should observe each assessor conducting assessments at regular intervals.

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 for coaching activities to be delivered. This may include:

-Sports field (for sports such as football, rugby union, rugby league, hockey, cricket, athletics)
-Courts (for sports such as tennis, badminton, squash, volleyball, netball, basketball)
-Sports hall and/or fitness studio (for physical activities such as group exercise)
Swimming pool (for physical activities such as swimming, aqua aerobics)
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 coaching activities which may include:

-Balls
-Bibs
Marker cones
-Goal posts - Bats
-Rackets
-Nets
-Agility equipment (ladders, hurdles etc.)

This qualification is regulated by Ofqual (601/7671/4) and CCEA .

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