

# 1st4sport Level 2 Certificate in Active Leisure, 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 through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

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

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

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

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

## Qualification Specification

Title:	1st4sport Level 2 Certificate in Active Leisure, Sport and Physical Activities
Qualification Overview:	Gain key insight into the active leisure industry and the skills required to work within the sport and physical activity sector.
Qualification Code:	L2CALSPA
Qualification Regulation Number:	601/7678/7
Guided Learning Hours (GLH):	126
Total Qualification Time (TQT):	166
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 start a vocational qualification focusing on the active leisure, sport and physical activity industry.
Qualification Purpose:	Develop knowledge and/or skills in a subject area.

### Who is this qualification for?

The qualification is designed for learners who are looking to undertake a vocational qualification focussing on the active leisure, sport and physical activity industry. It provides an introduction to the breadth of the sector and allows learners to develop some of the key skills required to work in this area. It is directed at learners who have an interest in sport and physical activity.

## Qualification Progression

On completion, learners may progress to an intermediate, or potentially an advanced, apprenticeship in a range of sport and active leisure sector areas, or to Level 2 and Level 3 qualifications, such as; Vocational, A-levels, Technical Certificates, Technical Levels and Applied Generals.

This qualification may lead to paid employment or unpaid voluntary roles in leading sports activities, working as part of a coaching team as an assistant or support role. This could include supporting the delivery of activities within primary schools or securing a part-time role within a leisure facility, holiday club or a community based participation programme. It is essential to note that learners are not able to lead activities autonomously until they are 18 years old. The qualification will support an application for an intermediate apprenticeship in activity leadership, coaching, exercise and fitness or leisure operations for learners seeking to progress to a paid in-training role rather than opting for traditional post-16 educational routes.

## Entry Requirements

Learners must be a minimum of 14 years old at registration and 14 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 14 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 3 of 4 mandatory units),
- Multiple Choice Examination (in 1 of 4 mandatory units),
- Written Examination (in 1 of 4 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
A/507/8134	Career Pathways in Active Leisure	36
F/507/8135	Creating and Maintaining Professional Relationships in Active Leisure	30
J/507/8136	Participating in Sport and Physical Activity	30
L/507/8137	Leading Sport and Physical Activities	30

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Career Pathways in Active Leisure
Unit Aim	This aim of this unit is to provide an introduction to the active leisure industry, the related sub sectors roles and career pathways.
Unique Unit Number	A/507/8134
Unit Assessment Method(s)	Multiple Choice Examination
Assessment Specification	<p>A learner's performance on the qualification is subject to grading at Pass, Merit or Distinction.</p> <p>Assessment is an external (written) examination (Part 1). Information relating to this assessment, including contribution to final grade is included below. A learner's performance on the qualification is subject to grading at Pass, Merit or Distinction.</p>

## Learning Outcome: 1. Understand the scope of the Active Leisure industry

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 Describe the size and scope of the Active Leisure industry	<ul style="list-style-type: none"> <li>• The five key sectors of the active leisure industry: Sport Fitness Outdoors Playwork Caravans</li> <li>• Types of voluntary and paid occupations within the sport and leisure industry</li> <li>• Importance of volunteers within the sport and active leisure industry</li> <li>• Job Roles within the sport and active leisure; entry pathways, apprenticeships, key skills needed for paid work</li> </ul> Information on this can be located on the following websites: <ul style="list-style-type: none"> <li>• <a href="https://skillsactive.com">skillsactive.com</a></li> <li>• <a href="https://gov.uk/government/publications/hospitality-tourism-and-sport-sector-skills-assessment">gov.uk/government/publications/hospitality-tourism-and-sport-sector-skills-assessment</a></li> <li>• <a href="https://sportandrecreation.org.uk">sportandrecreation.org.uk</a></li> <li>• <a href="https://gov.uk/government/organisations/department-for-culture-media-sport">gov.uk/government/organisations/department-for-culture-media-sport</a></li> </ul>	

<p>1.2 Categorise organisations and individual jobs/roles within the established sub-sectors of the Active Leisure industry</p>	<p>Tutors are encouraged to reference:</p> <ul style="list-style-type: none"> <li>• Representative and regulatory organisations (eg. REPS, UKActive)</li> <li>• Trade unions (more information available at: <a href="http://tuc.org.uk/britains-unions">tuc.org.uk/britains-unions</a>)</li> <li>• Trade associations (more information available at <a href="http://sportsandplay.com/home">sportsandplay.com/home</a> nb other websites exists, this is given as an example)</li> <li>• Charities (more information available at: <a href="http://gov.uk/government/organisations/charity-commission">gov.uk/government/organisations/charity-commission</a>)</li> <li>• Publicly owned organisations (eg local authority)</li> <li>• Privately owned organisations (eg private sports clubs, private fitness providers)</li> <li>• Voluntary sector organisations (more information available at: <a href="http://sportengland.org/sport-you/volunteers-and-coaches">sportengland.org/sport-you/volunteers-and-coaches</a>)</li> </ul> <p>Discuss paid and voluntary roles in the following subsectors:</p> <ul style="list-style-type: none"> <li>• Sport</li> <li>• Fitness</li> <li>• Outdoors</li> </ul>	
<p>1.3 Describe the history and growth of the Active Leisure industry</p>	<p>Sub sector employment and participation growth and market share:</p> <ul style="list-style-type: none"> <li>• Historically</li> <li>• Currently</li> <li>• In the future</li> </ul> <p>Information on this can be located on the following websites:</p> <ul style="list-style-type: none"> <li>• <a href="http://skillsactive.com">skillsactive.com</a></li> <li>• <a href="http://gov.uk/government/publications/hospitality-tourism-and-sport-sector-skills-assessment">gov.uk/government/publications/hospitality-tourism-and-sport-sector-skills-assessment</a></li> <li>• <a href="http://sportandrecreation.org.uk">sportandrecreation.org.uk</a></li> <li>• <a href="http://gov.uk/government/organisations/department-for-culture-media-sport">gov.uk/government/organisations/department-for-culture-media-sport</a></li> </ul>	

<p>1.4 Identify the contribution of the Active Leisure industry to society</p>	<ul style="list-style-type: none"> <li>• Sport England: <a href="http://sportengland.org">sportengland.org</a></li> <li>• Department for Health and associated Public Health Agendas: <a href="http://gov.uk/government/organisations/department-of-health">gov.uk/government/organisations/department-of-health</a></li> <li>• Chartered Institute for the Management of Sport and Physical Activity (CIMSPA): <a href="http://cimspa.co.uk">cimspa.co.uk</a></li> <li>• UKActive: <a href="http://ukactive.com">ukactive.com</a></li> <li>• Skills Active: <a href="http://skillsactive.com">skillsactive.com</a></li> <li>• National Governing Bodies of Sport (NGBs): Links to all recognised NGBs are available at <a href="http://sportengland.org/our-work/national-work/national-governing-bodies/sports-that-we-recognise/">sportengland.org/our-work/national-work/national-governing-bodies/sports-that-we-recognise/</a></li> <li>• Register of Exercise Professionals (REPs): <a href="http://exerciseregister.org">exerciseregister.org</a></li> <li>• Register of Aquatic Professionals: <a href="http://aquaticregister.org">aquaticregister.org</a></li> </ul>	
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**Learning Outcome: 2. Understand the range of employment, and academic pathways in Active leisure**

<p><b>Assessment Criteria</b> The learner can:</p>	<p><b>Mandatory Delivery Content</b> The learner will develop an understanding of:</p>	<p><b>Evidence Requirements</b> The learner is required to complete:</p>
<p>2.1 Compare information sources on career progression, training and education</p>	<p>Information sources include:</p> <ul style="list-style-type: none"> <li>• CIMSPA: <a href="http://cimspa.co.uk">cimspa.co.uk</a></li> <li>• A Careers Department (school, college etc.)</li> <li>• SkillsActive: <a href="http://skillsactive.com">skillsactive.com</a></li> <li>• National Careers Service: <a href="http://nationalcareersservice.direct.gov.uk">nationalcareersservice.direct.gov.uk</a></li> <li>• Prospects: <a href="http://prospects.ac.uk">prospects.ac.uk</a></li> <li>• Local Jobcentre</li> </ul>	



<p>2.2 Identify qualifications and experience required to fulfil a range of roles across a variety of sub sectors</p>	<p>Roles should be derived from the established Active Leisure Sub Sectors: Sport and Recreation, Health and Fitness, The Outdoors, Playwork and Caravans. The following list of examples is not exhaustive, and learners must understand the breadth of roles, required experience and qualifications to be able to fulfil the role.</p> <p>Typical job roles within Sport:</p> <ul style="list-style-type: none"> <li>• Assistant Coach</li> <li>• Coach</li> <li>• Nutritionist</li> <li>• Physiotherapist</li> <li>• Psychologist</li> </ul> <p>Typical job roles within Health and Fitness:</p> <ul style="list-style-type: none"> <li>• Club Manager</li> <li>• Fitness Instructor</li> <li>• Personal Trainer</li> <li>• Aqua Instructor</li> <li>• Studio Instructor</li> </ul> <p>Typical job roles within The Outdoors:</p> <ul style="list-style-type: none"> <li>• Activity Leader</li> <li>• Climbing Instructor</li> <li>• Mountain Guide</li> <li>• Kayaking Instructor</li> </ul>	
<p>2.3 Outline career and academic pathways in each sub-sector for a range of roles</p>	<p>Roles should be derived from the established Active Leisure Sub Sectors: Sport and Recreation, Health and Fitness, The Outdoors, Playwork and Caravans. The following example is not exhaustive, and learners must understand the breadth of roles required and the related career academic pathways. A typical professional progression for sports coaching is as follows:</p> <ul style="list-style-type: none"> <li>• Assistant coach</li> <li>• Session Coach</li> <li>• Seasonal Coach</li> <li>• Head Coach</li> </ul>	

### Learning Outcome: 3. Understand how to source employment in Active Leisure

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 Investigate sources of employment and career opportunities in the industry	<ul style="list-style-type: none"> <li>• Local, national and international opportunities</li> <li>• Sources of information on opportunities include:                              Online Advertisements (generic, industry specific)                              Hard Copy Advertisements (newspapers, magazines)                              Careers Department (schools, colleges)                              Careers Fairs (Schools, Colleges, International events)                              Prospects                              Jobcentre (local level)                              Connexions (local level)</li> </ul>	
3.2 Respond to relevant employment vacancies	<ul style="list-style-type: none"> <li>• Key elements of cover letters</li> <li>• Writing employment specific covering letters</li> <li>• Key elements of a Curriculum Vitae (CV)</li> <li>• Different types of CVs for different roles</li> <li>• Designing employment specific CVs</li> <li>• Completion application forms</li> </ul>	
3.3 Review contracts of employment and related conditions	<ul style="list-style-type: none"> <li>• Contract definition</li> <li>• Different types of contract:                              Permanent                              Fixed-term                              Short-term                              Seasonal                              Casual                             <ul style="list-style-type: none"> <li>• Requirements of an employment contract (<a href="http://gov.uk/employment-contracts-and-conditions/overview">gov.uk/employment-contracts-and-conditions/overview</a>) and the common terms:                                      Date of Commencement of Employment                                      Date of Continuous Employment                                      Salary                                      Standard Hours                                      Sickness                                      Pension                                      Termination and Notice Period</li> </ul> </li> </ul>	

Unit Title	Creating and Maintaining Professional Relationships in Active Leisure
Unit Aim	The aim of this unit is to enable learners to understand the range of personal and professional skills required to successfully create and maintain professional working relationships in the active leisure industry.
Unique Unit Number	F/507/8135
Unit Assessment Method(s)	Coursework
Assessment Specification	See assessment guidance.

**Learning Outcome: 1. Understand how to create professional relationships within the Active leisure industry**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 Identify professional relationships within the Active leisure industry	Relationships should be derived from the established Active Leisure Sub Sectors; Sport and Recreation, Health and Fitness, The Outdoors, Playwork and Caravans. Typical relationships include: <ul style="list-style-type: none"> <li>• In facility staff including:                          Staff at lower level                          Staff at same/similar level                          Staff at higher level (Team Leaders, Supervisors, Managers)                     </li> <li>• Operating in the following areas:                          Operations (dry side/wet side)                          Fitness suites                          Crèches                          Reception                          Administration and clerical                          Cleaning, maintenance and security                     </li> <li>• External stakeholders:                          Customers                          Participants                          Parents of Participants                          Suppliers                          Quality commissions                          Membership organisations</li> </ul> Relationships should be demonstrated through the use of a sociogram.	
1.2 Discuss how to create and maintain professional relationships within a sub sector	<ul style="list-style-type: none"> <li>• Principles for creating positive professional relationships:                          Trust                          Open communication                          Accepting differences                          Respect and boundaries                          Knowing when to ask for help and advice                          Knowing when to seek help and advice                     </li> <li>• Factors which help maintain professional relationships:                          Ensuring a clear and valid message                          Speaking clearly and precisely                          Avoiding jargon, mumbling and talking too quickly                          Active listening (asking questions, paraphrasing, deferring judgement)                          Managing boundaries successfully                          being proactive and responsive</li> </ul>	

**Learning Outcome: 2. Understand roles which require autonomous working and the related attributes**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
2.1 Identify roles within the active leisure sector, which require individuals to work autonomously	Roles should be derived from the established Active Leisure Sub Sectors: Sport and Recreation, Health and Fitness, The Outdoors, Playwork and Caravans. The following list of examples is not exhaustive, and learners must understand a number of roles across all areas which require autonomous working. Typical autonomous job roles in Sport: <ul style="list-style-type: none"> <li>• Coach</li> <li>• Session Coach</li> </ul> Typical autonomous job roles in Health and Fitness: <ul style="list-style-type: none"> <li>• Fitness Instructor</li> <li>• Personal Trainer</li> <li>• Aqua Instructor</li> <li>• Studio Instructor</li> <li>• PE Teacher</li> </ul> Typical autonomous job roles in Playwork <ul style="list-style-type: none"> <li>• Playworkers</li> <li>• Development/ Management staff</li> </ul>	
2.2 Describe how to work effectively when working autonomously	Areas to be covered are identified below: <ul style="list-style-type: none"> <li>• Understanding your task or role</li> <li>• Ownership and accountability</li> <li>• Time management</li> <li>• Task prioritisation</li> <li>• Task planning</li> <li>• Structures and reviews</li> <li>• Problem solving</li> <li>• Management of failure</li> </ul> These should be applied to one or a number of positions within the Active Leisure industry.	

**Learning Outcome: 3. Understand roles which require team working and the related attributes**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 Identify roles within the active leisure industry which require team working	Roles should be derived from the established Active Leisure Sub Sectors: Sport and Recreation, Health and Fitness, The Outdoors, Playwork and Caravans. The following list of examples is not exhaustive, and learners must understand a number of roles which require team working Typical job roles in Sport: <ul style="list-style-type: none"> <li>• Assistant Coach</li> <li>• Coach</li> <li>• Referee</li> </ul> Typical job roles in Health and Fitness: <ul style="list-style-type: none"> <li>• Gym Team Leader</li> <li>• PE Support Staff</li> <li>• Leisure Assistant</li> <li>• Lifeguard</li> </ul> Typical job roles in The Outdoors: <ul style="list-style-type: none"> <li>• Activity Team Leader</li> <li>• Instructor</li> <li>• Support Staff</li> </ul>	
3.2 Explain the factors which underpin effective team working	Areas to be covered are identified below: <ul style="list-style-type: none"> <li>• Reliability</li> <li>• Constructive communication</li> <li>• Active Listening</li> <li>• Active Participation</li> <li>• Assigning roles</li> <li>• Willingness</li> <li>• Being helpful</li> <li>• Flexibility</li> <li>• Commitment</li> <li>• Problem Solving</li> </ul> These should be applied to one or a number of positions within the Active Leisure industry.	

**Learning Outcome: 4. Understand the impact of effective communication when working in the Active Leisure industry**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
4.1 Summarise the impact of the communication process on a range of environments	The following should be covered in the teaching. <ul style="list-style-type: none"> <li>• What is the communication process?</li> <li>• Why is the communication process important?</li> <li>• The components of the communication process: Message, Sender, Receiver, Channel, Context, Noise, Feedback</li> <li>• Verbal communication skills: clarity of speech, being polite, reinforcement, questioning, closing communication appropriately</li> <li>• Non-verbal communication skills: eye contact, facial expressions, body posture, use of arms and legs, clothing</li> <li>• The impact of communication in customer retention</li> <li>• English as a second language</li> </ul> The communication process should be considered in the context of roles within the active leisure remit, including participation in individual and team sports and in the delivery of sport or physical activity sessions. Suitable examples should be drawn from these areas.	
4.2 Describe how the communication process can be adapted to accommodate different audiences	The different audiences include: <ul style="list-style-type: none"> <li>• Children</li> <li>• Teenagers</li> <li>• Adults</li> <li>• Individuals categorised with the nine protected characteristics of the Equality Act 2010</li> </ul> Adaptations may include: <ul style="list-style-type: none"> <li>• The use of illustrations/diagrams</li> <li>• The use of Braille where possible</li> <li>• Greetings in a variety of languages</li> <li>• The use of interpreters</li> </ul>	

**Learning Outcome: 5. Understand the impact of conflict resolution when working in the Active Leisure industry**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
5.1 Identify scenarios where conflict resolution may be required in the Active Leisure industry	Scenarios should be derived from the established Active Leisure Sub Sectors: Sport and Recreation, Health and Fitness, The Outdoors, Playwork and Caravans. The following are examples. Typical conflicts in sport: <ul style="list-style-type: none"> <li>• Team selection</li> <li>• Aggression displayed by participant or spectator</li> <li>• Refereeing decisions</li> </ul> Typical conflicts in Health and Fitness: <ul style="list-style-type: none"> <li>• Participant not seeing the results they expected</li> <li>• Participant refusing to take part in group exercise</li> </ul> Typical conflicts in The Outdoors: <ul style="list-style-type: none"> <li>• Participant refusing to take part in exercise</li> <li>• Frustration at the varying abilities within a group walk or mountain climb</li> </ul>	
5.2 Describe how to manage conflict and source resolutions	Solutions to be applied to scenarios discussed in class. The following should be covered: <ul style="list-style-type: none"> <li>• Reasons for conflict</li> <li>• Workplace hierarchies</li> <li>• Competition and failed collaboration</li> <li>• Benefits and limitations of conflict</li> <li>• Defining the problem</li> <li>• Identifying common needs</li> <li>• Sourcing solutions</li> <li>• Respecting other fields of responsibility</li> <li>• How to report mistakes (self or others) effectively</li> <li>• Principles of effective negotiation (sourcing win-win outcomes, identifying commonality).</li> </ul>	



<b>Unit Title</b>	Participating in Sport and Physical Activity
<b>Unit Aim</b>	This aim of this unit is to develop and improve a learner's knowledge of a range of sports and physical activities, including rules, safety considerations and resource requirements. Learners will participate in a range of sports and physical activities.
<b>Unique Unit Number</b>	J/507/8136
<b>Unit Assessment Method(s)</b>	- Coursework - Written Examination
<b>Assessment Specification</b>	<p>A learner's performance on the qualification is subject to grading at Pass, Merit or Distinction.</p> <p>Assessment is an external (written) examination (Part 2) and internal synoptic assignment. Information relating to each piece of assessment, including contribution to final grade is included below.</p>

**Learning Outcome: 1. Understand the rules, and requirements to participate in a variety of sports and physical activities**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 Describe the rules and scoring systems for a range of sports and physical activities	<p>Teaching should focus on a number of varied sports, including team and individual pursuits. Points to be covered include:</p> <ul style="list-style-type: none"> <li>• Differentiate between sport and physical activities</li> <li>• Roles of NGBs and IGBs (International Governing Bodies)</li> <li>• Rules, laws and scoring from a range of sports and physical activities. Typical sports include: Football, Cricket, Tennis, Netball and Badminton.</li> </ul>	
1.2 Describe the human resources required to facilitate sports and physical activities	<p>It is recommended teaching focuses on sports discussed for AC 1.1 to allow learners to develop a more robust understanding of each sport and physical activity. Human resources include:</p> <ul style="list-style-type: none"> <li>• Officials, coaches and assistants</li> <li>• Grounds staff for pitch preparation and repair</li> <li>• Medical and technical support</li> <li>• Managers</li> <li>• Players</li> </ul>	

<p>1.3 Describe the roles, responsibilities and expectations of officials in a range of sports and physical activities</p>	<p>Officials from a range of sports and physical activities. For consistency, a recognised centre may want to focus on the same sports discussed for AC 1.1</p> <ul style="list-style-type: none"> <li>Football: Referee, Assistant Referee, Fourth Official</li> <li>Cricket: Umpire and Third Umpire in cricket</li> <li>Tennis: Chair Umpire, Line Judge/Umpire</li> <li>Badminton: Umpire, Line Judge, Match Referees</li> </ul> <p>Expectations placed upon officials:</p> <ul style="list-style-type: none"> <li>Arrive with plenty of time to spare</li> <li>Check facilities/playing surface</li> <li>Check all personal equipment is ready and working, such as whistles.</li> <li>Be fair and consistent</li> <li>Act with professionalism</li> </ul> <p>An official's expectations of players/participants:</p> <ul style="list-style-type: none"> <li>To play within the spirit of the game</li> <li>To accept responsibility for actions, and to respect decisions made by the official</li> <li>To dispute decisions in a professional and courteous manner, respecting that the official's decision is final</li> </ul>	
<p>1.4 Explore how technology supports the rules, officials and participants within sports and physical activities</p>	<p>Technology used to support sports and physical activity:</p> <ul style="list-style-type: none"> <li>Hawkeye (Cricket, Tennis)</li> <li>Goal line technology (Football)</li> <li>Heat Sensors (Cricket)</li> <li>Microphones (Football, Rugby)</li> <li>Automated scoreboards (Netball)</li> </ul> <p>For consistency, you may want to focus on the same sports discussed for AC 1.1 where technology exists.</p>	

**Learning Outcome: 2. Understand the safety considerations for a range of sport and physical activities**

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

<p>2.1 Identify the health and safety requirements for sport and physical activities</p>	<ul style="list-style-type: none"> <li>• The importance of health and safety in a sport and physical activity environment</li> <li>• General principles of safe practice in sport and physical activity:</li> </ul> <p>The Health and Safety at Work Act 1974          Boundaries of competence          Session leader: participant ratio          First aid provision</p> <ul style="list-style-type: none"> <li>• Health and safety requirements</li> </ul> <p>Role of the risk assessment          Conducting a risk assessment          Pre-session health and safety checks on facility, equipment and participants          Identification and safe handling of equipment and resources:</p> <ul style="list-style-type: none"> <li>o Pitch</li> <li>o Surface</li> <li>o Goals</li> <li>o Targets</li> <li>o Balls</li> <li>o Safety equipment</li> <li>o Team clothing</li> <li>o Indoor/outdoor</li> </ul> <ul style="list-style-type: none"> <li>• Emergency procedures:              Accident, incident, evacuation</li> </ul> <p>Reporting requirements:</p> <ul style="list-style-type: none"> <li>o Accident report forms</li> <li>o Incident report forms</li> <li>o RIDDOR</li> </ul>	
<p>2.2 Describe warm up activities appropriate to a range of sports and physical activities</p>	<p>The following must be covered in the delivery of this assessment criteria:</p> <ul style="list-style-type: none"> <li>• What is a warm up?</li> <li>• Benefits of warming up (physical and mental)</li> <li>• General warm up exercises</li> <li>• Adaptations of general warm up exercises to become sport/physical activity specific</li> <li>• Dynamic and static warm up exercises</li> </ul>	
<p>2.3 Describe cool down activities appropriate to a range of sports and physical activities</p>	<p>The following must be covered in the delivery of this assessment criteria:</p> <ul style="list-style-type: none"> <li>• What is a cool down?</li> <li>• Benefits of cooling down (physical and mental)</li> <li>• General cool down exercises</li> <li>• Adaptations of general cool down exercises to become sport/physical activity specific</li> <li>• Dynamic and static cool down exercises</li> </ul>	

Unit Title	Leading Sport and Physical Activities
Unit Aim	The aim of this unit is enable learners to apply the knowledge gained through Participating in Sport and Physical Activities in the context of planning, leading and evaluating a sport or physical activity session. Learners will be required to constructively evaluate activities delivered by others to further demonstrate understanding.
Unique Unit Number	L/507/8137
Unit Assessment Method(s)	Coursework
Assessment Specification	This unit will be assessed in full by the Internal Synoptic Assignment Brief.

**Learning Outcome: 1. Be able to plan sport and physical activity sessions**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 Collect relevant information to inform the planning of a sport/physical activity session.	<ul style="list-style-type: none"> <li>• Motivations for participation in sport and physical activity</li> <li>• Why collecting accurate information is essential</li> <li>• Information required (medical history, etc)</li> <li>• The consequences of not collecting accurate information</li> <li>• How to collect and maintain accurate information</li> <li>• How to select activities based on information received.</li> <li>• How to identify aims and objectives based on received information.</li> </ul>	
1.2 Plan a sport/physical activity session to meet participants' needs.	<ul style="list-style-type: none"> <li>• Understanding how to plan or liaise with others to ensure the sessions meets the needs of the participants</li> <li>• Selecting a balance of activities to meet the needs of the participant group</li> <li>• How to identify health and safety requirements</li> <li>• How to record and report health and safety requirements</li> <li>• Identifying resources required</li> <li>• Identifying facilities required</li> <li>• Planning basic goal setting</li> </ul>	
1.3 Prepare the physical activity environment.	Health and Safety considerations <ul style="list-style-type: none"> <li>• Monitoring environmental conditions</li> <li>• Checking equipment</li> <li>• Reporting faulty equipment</li> <li>• Conducting a safety check</li> <li>• The role of the risk assessment</li> <li>• Conducting risk assessment</li> </ul>	

## Learning Outcome: 2. Be able to lead sport and physical activities within a session

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
2.1 Demonstrate the skills required to lead an activity	<ul style="list-style-type: none"> <li>• Understanding how to deliver sessions with a balance of instruction, demonstration and questions</li> <li>• Knowing how to motivate participants</li> <li>• How different participants learn</li> <li>• Identifying how to cater for a variety of learning styles</li> <li>• Knowing how to implement basic goal setting</li> <li>• How to ensure a balance of activities in a session</li> </ul>	
2.2 Lead sport/physical activities	<ul style="list-style-type: none"> <li>• Different coaching styles, including listening skills</li> <li>• How to deliver warm-ups and cool-downs</li> <li>• How to ensure inclusivity in delivery</li> <li>• How to stick to agreed timings</li> </ul>	
2.3 Provide technically correct explanations and demonstrations of sport/physical activities.	<ul style="list-style-type: none"> <li>• How to ensure demonstrations are technically correct</li> <li>• Maintaining a participant's attention during explanations</li> <li>• Discuss terminology from a range of sports and physical activities</li> </ul>	
2.4 Ensure safety is maintained during delivery of sport/physical activities	<ul style="list-style-type: none"> <li>• How to set ground rules during a session</li> <li>• How to manage behaviours (positive, negative and challenging)</li> <li>• How to encourage further participation whilst maintaining safety</li> </ul>	

### Learning Outcome: 3. Be able to review sport and physical activity sessions

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 Review a physical activity session in its entirety	<ul style="list-style-type: none"> <li>• The purpose of an evaluation</li> <li>• Typical components of an evaluation</li> <li>• How an evaluation can be used at a later date</li> <li>• Reviewing the planning and delivery of the coaching session</li> <li>• Reviewing the outcomes of the session, feedback from participants and others involved in the session</li> </ul> Identify: <ul style="list-style-type: none"> <li>• Whether goals for the session were met</li> <li>• How effective the delivered activities were</li> <li>• Management of the session including, health, safety and welfare</li> <li>• Ways to improve future sessions</li> <li>• How to discuss your evaluation and feedback with colleagues</li> <li>• How to record your evaluation for future reference</li> </ul>	
3.2 Review participants' performance		
3.3 Review performance of other activity leaders		
3.4 Review own performance		

## 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.

- Attained QTS status or
- Hold a recognised teaching qualification

And

- Evidence of recent and relevant experience delivering sport and physical activity

Must be evidenced through the following information

- CV detailing sport and physical activity qualifications and experience through paid and voluntary roles, and teaching
- higher level sport or physical activity related qualification (e.g. Level 4, HND, foundation degree, under graduate degree, masters degree)
- Current industry knowledge through membership of relevant bodies, research or visits to relevant sport and physical activity facilities
- Log of CPD activities undertaken

### 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.

- Attained QTS status or
- Hold a recognised assessing qualification

And

- Evidence of recent and relevant experience delivering sport and physical activity

Must be evidenced through the following information

- CV detailing sport and physical activity qualifications and experience through paid and voluntary roles, and teaching
- higher level sport or physical activity related qualification (e.g. Level 4, HND, foundation degree, under graduate degree, masters degree)
- Current industry knowledge through membership of relevant bodies, research or visits to relevant sport and physical activity facilities
- Log of CPD activities undertaken

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

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centre workforce must meet the requirements stated below.

- i) Be in possession of QTS status
- ii) Have recent and relevant experience delivering sport and physical activity
- iii) Have an understanding of internal quality assurance

Or

- Hold or be working towards a recognised IQA qualification
- Have recent and relevant experience delivering sport and physical activity
- Hold or be working towards a recognised teaching/assessing qualification
- Record of qualification induction

The Centre is required to recruit and deploy a trained Examination Invigilator who should receive an appropriate induction into examination invigilation practice.

Invigilators must not be currently enrolled learners at the recognised centre. A relative, friend or peer of any learner sitting an examination must not be the sole invigilator, but may form part of an invigilation team.

### **Additional Qualification Requirements**

This qualification is regulated by Ofqual (601/7678/7), CCEA and QiW (C00/1147/3 - Designated).

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