



1st4sport Level 1 Award for Activators [Parkour]

Endorsed Pathway Specification

This document is designed to be viewed on a computer and contains hyperlinks which will not be available if printed.

This specification must be read by all relevant personnel within recognised centres approved to offer this qualification. It contains the *Qualification Approval Conditions* which must be complied with and should be read in conjunction with the *1st4sport Centre recognition Conditions*.

Tutors, assessors and verifiers should also be made aware that they must comply with the following addendums to ensure full deployment of the standards:

- *The 1st4sport Delivery, Assessment and Quality Assurance Approach*
- *The 1st4sport PPT Presentation*
- *The 1st4sport Learner Portfolio*

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1st4sport Qualifications is recognised as an awarding organisation by the UK regulators Ofqual, Qualifications Wales, CCEA and SQA Accreditation. 1st4sport is brand of **Coachwise Ltd**, the trading arm of The National Coaching Foundation (known as sports coach UK), the UK-registered charity leading the national development of coaches and the coaching system. Any proceeds go directly back to sports coach UK to help them develop and advance sport nationwide.

National/Qualification Accreditation Number: 601/8841/8

Qualification regulation date: 01 June 2016

Specification publication date:

V1 13 May 2016: JC

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Qualification Purpose Statement: 1st4sport Level 1 Award for Activators [Parkour]

The following information is the purpose statement for this particular endorsed pathway. There is a detailed purpose statement which covers the qualification and all endorsed pathways available for access via the 1st4sport website.

Regulation					
Qualification details	Qualification title	Qualification No.	Level	GLHs ¹	TQT ²
	1st4sport Level 1 Award for Activators [Parkour]	601/8841/8	1	6	6
	Operational start date	01 June 2016			
	Review date	31 May 2019			
	Registration Period	1 Year			
Overview					
Introduction	This qualification is solely awarded by 1st4sport Qualifications as the recognised awarding organisation regulated by Ofqual in England, CCEA in Northern Ireland and Qualifications Wales in Wales.				
	The technical content for the endorsed pathway specific component <i>Activate through parkour</i> has been developed in partnership with Parkour UK as the technical experts for this sport.				
	The technical content for the mandatory component of this qualification has been developed in partnership with sports coach UK (scUK) as the UK's technical agency for delivering sport and physical activity. The content had been further validated by industry representatives from the <i>Core Cities</i> ; supporting the Sport England Participation Agenda.				
	The qualification and its components are listed on the <i>Register of Regulated Qualifications</i> ; component details are contained in the appendix to this specification. This qualification is equivalent to Level 2 on the European Qualifications Framework (EQF). Further information about the EQF can be found at: http://ec.europa.eu/eqf/home_en.htm				

¹ Guided Learning Hours. GLHs for a specific qualification are defined as the number of hours of largely face-to-face tuition and assessment on-course; this includes all time spent on course-based learning and assessment activities.

² Total Qualification Time. TQT for a specific qualification is defined as the total number of notional hours required to achieve the qualification; this includes the GLHs, plus all off-course directed study time, including any time taken to complete any remote working/research/evidence generating activities.

Objective	<p>This qualification is designed to provide benefit to learners on the basis that it prepares them for deployment as an activator in parkour. Successful achievement of the qualification will enable activators in parkour to facilitate extra-curricular activities in schools and community participation programmes. The qualification is designed to support community development, with the aspiration to be able to tackle deprivation, radicalisation, physical inactivity and social exclusion; supporting health, wellbeing and participation initiatives.</p>																																																
Structure	<p>This qualification is derived of one mandatory component and the endorsed pathway optional component. To achieve the qualification within the endorsed pathway of parkour learners must successfully achieve both components outlined below.</p>																																																
	<p>The qualification is designed to support RPL. Learners who have achieved this qualification in the context of another endorsed pathway within the past three years are eligible to complete the optional component in parkour only.</p>																																																
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Training and assessment	<p>Achievement of the qualification is normally through attendance on a six hour course of face to face training and assessment. The assessment specification requires learners to complete a standardised learner portfolio, designed by 1st4sport. This contains a series of assessed tasks which enables the generation of evidence against the learning outcomes and requires learners to:</p> <ul style="list-style-type: none"> • complete short answer written questions related to the activator role and responsibilities • identify parkour activities; adapting for different audiences <p>The learner portfolio is inclusive of all assessment criteria. Successful completion will result in the achievement of qualification.</p>																																																

Progression	
Entry routes for learners	<p>Prior to registration for the qualification learners are required to:</p> <ul style="list-style-type: none"> • be accurately identified • be at least 14 years of age • be able to communicate effectively in English³ (this includes listening, speaking, reading and writing).
Exit routes for learners: education	<p>The qualification will support learner's progression onto qualifications in coaching, teaching or instructing sport.</p>
Exit routes for learners: employment	<p>This qualification may lead to paid employment or unpaid voluntary roles as an activator in physical activity. Other roles that the learner may consider exploring include Activity Leader, Official, and Volunteer.</p>

³ Learners must be able to understand the requirements of the qualification and the information within the qualification materials in English without assistance. Where there is demand, this qualification may also be available in Welsh or Irish.

Market and Support	
Target Audience: Learners	<p>The qualification is designed for those who wish to become an activator in parkour. Learners may include:</p> <ul style="list-style-type: none"> • young people aged 14+ • people involved in volunteering in the community • parents of children • people involved in facilitating activities in holiday parks • people involved in facilitating in a variety of health schemes • people involved in working with older people • people working in youth clubs or youth groups • people working in further and higher education. • people involved in core city programmes
Target audience: centres	<p>The qualification is designed to be delivered through a range of centres which include (but is not limited to) schools, colleges, training providers, local authorities, governing bodies, sport clubs and community hubs.</p>
Target Audience: employers	<p>The qualification is designed to support employers in the sport, active leisure and physical activity sector which include (but is not limited to) schools, colleges, higher education institutions, local authorities, governing bodies, sport clubs and community hubs.</p>
Alternatives:	<p>There are no regulated alternatives to this qualification at this time, although there are other optional endorsed pathways within this qualification.</p>
Support	<p>This particular endorsed qualification pathway is supported by Parkour UK as the lead technical agency for this sport.</p> <p>The qualification is further supported by sports coach UK as the UK's technical agency for delivering sport and physical activity. It is further supported by representatives from the <i>Core Cities</i>; supporting the Sport England Participation Agenda.</p> <p>The support is focused on the benefits of the qualification for learners, the objective of the qualification and the predicted learner demand. This information was gathered through valid research and in consultation with all representative industry organisations outlined above.</p>

Qualification Approval Conditions

1st4sport recognised centres are required to comply with the *1st4sport Centre Recognition Conditions*. All centres who have achieved qualification approval status for this qualification are also obliged to comply with the following *Qualification Approval Conditions*.

Failure to comply with all relevant conditions will result in sanctions being applied which may lead to qualification approval status being revoked. Centres are advised to ensure their qualification workforce is familiar with the conditions which impact upon them, their role and responsibilities.

Section One: Qualification Resources	
QCON 1.1 Qualification workforce capacity and ratios	
Conditions	Evidence: minimum workforce
<p>The recognised centre is required to have a qualified and competent qualification workforce in place which includes as a minimum⁴:</p> <ul style="list-style-type: none"> a qualification administrator a qualification coordinator an appropriately qualified tutor/assessor an appropriately qualified internal quality assurer (IQA)⁵. <p>In deploying the workforce, the recognised centre must ensure that each course operates with a maximum of 16 learners to one approved tutor/ assessor</p>	<p>Must be evidenced in the <i>Staff</i> section of <i>Athena</i>. Each member of staff must be named and linked to the qualification and role. The information must be current at all times.</p>
	Evidence: ratios

⁴ One person may fulfil a number of the required roles.

⁵ Internal quality assurers must not tutor or assess on a course where they are completing the internal quality assurance.

QCON 1.2 Qualification administrator	
Conditions	Evidence: competence
The recognised centre is required to recruit and deploy a qualification administrator who is responsible for the administration of this qualification via timely, accurate administration activities. These must comply with the <i>1st4sport Position Statement: Qualification Administration</i> .	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • course authorisation and any related activities • learner registration and any related activities • learner certification and any related activities.
QCON 1.3 Qualification coordinator	
Conditions	Evidence: competence
The recognised centre is required to recruit and deploy a qualification coordinator who is responsible for ensuring compliance with the <i>qualification approval conditions</i> outlined within this qualification specification.	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • qualification resource records (staff, sites, learning and assessment materials) • qualification administration, initial assessment and induction records • training, assessment and internal quality assurance records.
QCON 1.4 Tutor/Assessors	
Conditions	Evidence: initial capability and competence
<p>The recognised centre is required to recruit and deploy approved tutor/assessors. The tutor/assessors are responsible for the delivery and assessment of the qualification and are required to:</p> <ul style="list-style-type: none"> • hold a recognised qualification at Level 2 in coaching teaching, instructing or leading • hold a recognised qualification in sport or physical activity • have attended an orientation into the qualification conditions related to training and assessment⁶ 	<p>Must be evidenced through the following information being uploaded into each member of staff's personal profile within <i>Athena</i>:</p> <ul style="list-style-type: none"> • CVs which contain information to support occupational competence • Copies of valid certificates
	Evidence: ongoing capability and competence

⁶ This will be validated by EQAs and not at the qualification approval stage

QCON 1.5 Internal quality assurers	
Conditions	Evidence: initial capability and competence
<p>The recognised centre is required to recruit and deploy approved internal quality assurers responsible for the internal quality assurance activities. Internal quality assurers are required to:</p> <ul style="list-style-type: none"> • hold a regulated IQA qualification <p>or</p> <ul style="list-style-type: none"> • hold a recognised qualification at Level 2 in coaching teaching, instructing or leading and • have attended an orientation into the qualification conditions related to internal quality assurance 	<p>Must be evidenced through the following information being uploaded into each member of staff's personal profile within <i>Athena</i>:</p> <ul style="list-style-type: none"> • CVs which contain information to support occupational competence • Copies of valid certificates
	Evidence: ongoing capability and competence
	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • recorded orientation and standardisation activities • internal quality assurance records (implementation of sampling and reports) • external quality assurance reports and action responses (<i>Athena</i>).
QCON 1.6 Qualification delivery sites, facilities and environment	
Conditions	Evidence: sites and facilities
<p>The recognised centre is required to have one or more delivery sites which contain facilities to support the programme of training and assessment for the number of learners registered onto each course.</p> <p>All delivery sites must include an appropriate space for practical and theoretical activities to be completed. The space must be conducive to learning and must have toilet facilities.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • inventories and dynamic risk assessments • internal quality assurance reports • external quality assurance reports (<i>Athena</i>).

QCON 1.7 Qualification equipment	
Conditions	Evidence: equipment
<p>The recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment which must include:</p> <ul style="list-style-type: none"> • equipment to facilitate a range of parkour activities • flip chart and a selection of coloured pens 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • inventories • internal quality assurance reports • external quality assurance reports (<i>Athena</i>).
QCON 1.8 Qualification materials	
Conditions	Evidence: materials
<p>The recognised centre is required to use the materials provided by 1st4sport which include the:</p> <ul style="list-style-type: none"> • <i>The 1st4sport Delivery, Assessment and Quality Assurance Approach (DAQAA)</i> • <i>The 1st4sport PPT Presentation</i> • <i>The 1st4sport Learner Portfolio</i> <p>Should the centre wish to develop their own materials, these should be agreed in advance of deployment with the allocated 1st4sport External Quality Assurer.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • the published programme of learning and assessment per course • completion of <i>1st4sport Learner Portfolio</i> assessed in accordance with the <i>DAQAA</i> • internal quality assurance reports • external quality assurance reports and action responses (<i>Athena</i>)

QCON 1.9 Qualification fees ⁷	
Conditions	Evidence: fees
<p>The recognised centre is required to pay a £25 learner registration and certification fee per registered learner when the course is authorised with 1st4sport within the appropriate timescales.</p> <p>The recognised centre is required to ensure that learners are provided with information on the total cost of achieving the qualification; this should include a comprehensive package of training, assessment and any optional costs made very clear at the point the learner enters into a contract with the centre.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> pre-course marketing tools pre-course instructions to learners course authorisation requests to 1st4sport and related payment logs.

⁷ Where recognised centres wish to authorise courses between 10 and 19 working days before the start of the course, we will automatically upgrade the course to our *FastTrack* service for additional £5 fee per learner (plus VAT where this is applicable).

Section Two: Administration, initial assessment and inductions	
QCON 2.1 Course/programme administration	
Conditions	Evidence: administration records
<p>All recognised centres should utilise the 1st4sport centre portal to authorise courses, register and certificate learners.</p> <p>To gain access to this system the centre needs register interest with 1st4sport and been issued a system access key of username and password. To obtain assistance or to requests this contact the 1st4sport Centre Support Team on: Tel: 0113 290 7610 Email: services@1st4sportqualifications.com</p>	<p>Must be evidenced though:</p> <ul style="list-style-type: none"> engagement with the 1st4sport portal course authorisation records, related updates and communications learner registration records, related updates and communications learner certification records, related updates and communications.
QCON 2.2 Learner eligibility and pre-requisites	
Conditions	Evidence: pre-requisites
<p>The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification are considered and outcomes recorded during the application process. Prior to registration learners are required to:</p> <ul style="list-style-type: none"> be accurately identified be at least 14 years of age⁸ be able to communicate effectively in English⁹ (this includes listening, speaking, reading and writing). <p>There are no additional pre-requisites to certification other than successful completion of all learning outcomes and assessment criteria; normally achieved through completion of the learner workbook and observed assessment.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> learner records containing personal data including title, name, date of birth, address gender nationally, ethnicity, disability and access needs learner identity check records containing the type of proof reviewed, the reviewer's name and the date confirmed records of activities to check understanding of the English language (where this is deemed to be necessary).

⁸ Any learner who successfully achieves this qualification will not be qualified to fulfil the activator role autonomously until they have reached 18 years of age.

⁹ Learners must be able to understand the requirements of the qualification and the information within the qualification materials in English without assistance. Where there is demand, this qualification may also be available in Welsh or Irish.

QCON 2.3 Learner eligibility and barriers to access	
Conditions	Evidence: access arrangements
<p>The recognised centre is required to conduct an initial assessment of learners to consider barriers to access in accordance <i>Equality Act 2010¹⁰</i> and its protected characteristics. Barriers have been identified in order to preserve the integrity, the technical requirements and duty of care. These include:</p> <ul style="list-style-type: none"> • age – individuals under the age of 14 are not permitted to attend this qualification for safety purposes. As a result no adjustments to this barrier can be applied. • race – individuals who do not speak English to an appropriate standard for quality assurance purposes. In such cases reasonable adjustments will not be applied. • disability – individuals with mental or physical or learning disabilities may find some of the competencies difficult and/or dangerous to their wellbeing. • pregnancy and maternity – it could be detrimental to the health of a pregnant woman and her unborn child to attempt the full extent of the competencies within this qualification. <p>Reasonable adjustments should be requested in accordance with the <i>1st4sport Position Statement: Access Arrangements</i> where learners have declared disability, pregnancy or maternity barriers.</p>	<p>Must be evidenced though:</p> <ul style="list-style-type: none"> • learner application forms or web-based application services (where disabilities and access requests are recorded) • reasonable adjustment requests, supporting evidence¹¹ and clearly implemented arrangements.

¹⁰ There are no barriers to access on the grounds of marriage, religion or belief, sex, sexual orientation or gender transformation.

¹¹ Medical reports, diagnostic tests or professional testimonies

QCON 2.4 Learner eligibility and recognised prior learning	
Conditions	Evidence: RPL
<p>RPL is only available to those learners who have completed the qualification in another endorsed optional pathway. In these cases the learner should be considered as eligible to attend the 3 hour optional component only.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • learner certificate checks records containing the type of check, the reviewer's name and the date confirmed
QCON 2.5 Learner enrolment, agreement and registration period	
Conditions	Evidence: enrolment process
<p>The recognised centre is required to have a fair and equitable enrolment process. Where eligibility is confirmed, the recognised centre is required to have an agreement in place with each learner to ensure that they:</p> <ul style="list-style-type: none"> • conduct themselves accordingly in accordance with a code of conduct • are equipped with appropriate apparel to facilitate physical activities • understand that the registration period for this qualification is 12 months in which time they must complete all aspects of their learning and assessment including reassessments. • comply with recognised centre policy and procedure • comply with the qualification conditions, 1st4sport policy, position statements and related processes. 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • learner application forms or web based application services • signed learning agreements/contracts¹²

¹² It is acceptable for the learner agreement to form part of a declaration within the application/enrolment form.

QCON 2.6 Learner Inductions	
Conditions	Evidence: in
<p>The recognised centre is required to provide an effective qualification and course induction to all learners which introduces:</p> <ul style="list-style-type: none"> • the individual members of the centre’s workforce and their roles • the centre’s policies and procedures which as a minimum must cover: <ul style="list-style-type: none"> - health and safety - equality and diversity - data protection - malpractice/maladministration - appeals - complaints - child/vulnerable adult safeguarding. • information on their Unique Learner Number (ULN) and the Personal Learner Record (PLR) (for centres in England only at this time). • the learning outcomes and the assessment criteria • the training and assessment programme • the position of the qualification in relation to others and any progression opportunities • any scheduled internal or external quality assurance activities. 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • induction attendance registers and records • policy booklets or signposts • induction documentation.

Section Three: Training and Assessment	
QCON 3.1 Training and Assessment Hours	
Conditions	Evidence: learning hours
<p>The recognised centre is required to deliver the qualification in accordance with the recommended guided learning hours which are 6 hours, depending upon learners' needs and the structure of the programme of training and assessment. The total qualification time is also 6 hours as there is no directed study. All assessment is perceived to be contained on course.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> marketing tools (where these exist) a published learning and assessment programme per course.
QCON 3.2 The Training and Assessment Programme	
Conditions	Evidence: course programme
<p>The recognised centre is required to use the 1st4sport training and assessment programme adapting where necessary to meet the specific needs of individual learners. In delivering the programme the following is considered:</p> <ul style="list-style-type: none"> all learning outcomes all assessment opportunities and the assessment criteria each learner's individual needs the learners' registration period (12 months). 	<p>Training and assessment programmes must be evidenced through:</p> <ul style="list-style-type: none"> a published learning and assessment programme per course course administration records.

QCON 3.3 Assessment Specification	
Conditions	Evidence: assessment
<p>The recognised centre is required to ensure that learners complete a series of assessed tasks contained within a standardised learner portfolio, designed by 1st4sport. This requires learners to:</p> <ul style="list-style-type: none"> • complete written short answer questions • identify • parkour activities; adapting for different audiences. <p>The learner portfolio is inclusive of all assessment criteria. Successful completion will result in the achievement of qualification.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • records of learners attendance and achievements • completion of <i>1st4sport Learner Workbook</i> assessed in accordance with the <i>1st4sport DAQAA</i> • internal quality assurance reports • external quality assurance reports and action responses (<i>Athena</i>).
QCON 3.4 Assessment Tools	
Conditions	Evidence: assessment tools
<p>The recognised centre is required to use valid and reliable assessment tools which have been designed by 1st4sport in consultation with Parkour, contained within the <i>1st4sport Learner Portfolio</i>.</p> <p>Where a recognised centre wishes to adapt these tools or use alternative arrangements to meet the needs of a particular group of learners, they should refer to the <i>1st4sport Position Statement: Alternative Assessment Arrangements</i>.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • a record of learners attendance and achievement of each task and component, the assessor and completion dates • completed learner workbooks • internal quality assurance reports • external quality assurance reports and action responses (<i>Athena</i>).
	Evidence: alternative arrangements
	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • an alternative assessment arrangements request • the completion of agreed alternative assessment tools.

QCON 3.5 Assessment Eligibility	
Conditions	Evidence: eligibility for assessment
<p>The recognised centre is required to ensure all learners who have attended the full programme of training and assessment are given the opportunities to be assessed within their period of registration for the qualification.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • the full programme of training must be evidenced through registers and/or records of attendance • assessment records.
QCON 3.6 Assessment Process	
Conditions	Evidence: assessment process
<p>The recognised centre is required to ensure that the assessment process is managed effectively and ensures:</p> <ul style="list-style-type: none"> • assessment briefings are completed with reference to the format of the assessment, what is expected of learners and the assessment criteria being used • the assessment is conducted in line with the DAQAA • assessment decisions are made in line with the principles of assessment (Validity Authenticity, Reliability, Currency, Sufficiency of evidence) • assessment decisions are recorded, communicated to all relevant stakeholders via secure methods and shared with learners on the day of the course. Learner should be made aware that the outcomes may be subject to IQA. 	<p>Must be evidenced though:</p> <ul style="list-style-type: none"> • a published training and assessment programme per course • assessment schedules per learner • records of attendance and achievements • completed <i>Learner Portfolios</i> assessed in line with the 1st4sport DAQAA; including signatures and annotations which clearly evidence assessment activities • assessor communications to administrators • internal quality assurance records • external quality assurance reports and action responses (<i>Athena</i>).

QCON 3.7 Eligibility of Learners for Special Consideration	
Conditions	Evidence: access arrangements
The recognised centre is required to ensure learners who are disadvantaged, unable to complete or attend their assessment due to emotional, physical difficulties or adverse circumstances, request special consideration in accordance with the <i>1st4sport Position Statement: Access Arrangements</i> .	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • special consideration requests (<i>Athena</i>) • implementation of the arrangements.
QCON 3.8 Eligibility of Learners for Certification	
Conditions	Evidence: certification
The recognised centre is required to ensure that learners who have completed all pre-requisites, assessment requirements, and who have been confirmed by the assessor as eligible for certification, are certificated. Where a quality assurance sampling plan requires an intervention to be conducted, any residual actions must be addressed.	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • assessment tracking and records • assessor communications to the qualification administrator • administrator communications to learners • internal quality assurance reports • certification requests to 1st4sport.
QCON 3.9 Reassessments	
Conditions	Evidence: reassessment activities
The recognised centre is required to ensure that learners who are unsuccessful in any aspect of assessment are deemed not yet competent. Due to the nature of the qualification only one opportunity for assessment is offered. Those deemed not yet competent will be required to be re-registered for the qualification.	<ul style="list-style-type: none"> • None required

Section Four: Internal Quality Assurance	
QCON 4.1 Internal Quality Assurance Strategy	
Conditions	Evidence: strategy
<p>The recognised centre is required to have in place an internal quality assurance strategy outlining the strategic objectives that must be adhered to in relation to the quality assurance conditions for this qualification.</p> <ul style="list-style-type: none"> • a selected sample across 25% of learner evidence and assessor feedback internally quality assured from 50% of the courses authorised • all active assessors internally quality assured across all active assessment sites, over a twelve month period • internal quality assurance conducted in accordance with a risk based approach; tutors/assessors and assessments perceived as higher risk experience more frequent IQA interventions. 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • a current internal quality assurance strategy document uploaded into the <i>Documents</i> section of <i>Athena</i> • an internal quality assurance sampling plan template • internal quality assurance reports.
QCON 4.2 Internal Quality Assurance Sampling	
Conditions	Evidence: sampling planning
<p>The recognised centre is required to have sampling plan in support of the strategy; communicated to the external quality assurer.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • sampling plans • internal quality assurance reports.
QCON 4.3 Internal Quality Assurance Interventions	
Conditions	Evidence: sampling activities
<p>The recognised centre is required to ensure internal quality assurance interventions across all tutors/assessors at all sites and in line with the sampling plans include:</p> <ul style="list-style-type: none"> • observation of tutor/assessor performance • sampling of learner portfolio evidence • tutor/assessor/learner interviews (face to face or via telephone) <p>The interventions must ensure that support and development is given to the centre, the qualification workforce and specifically to the workforce team.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • internal quality assurance reports • external quality assurance reports.

Communications and Contacts

In an effort to reduce the costs of our qualifications we aim to utilise electronic means of communication wherever possible. 1st4sport Qualification's website or e-mail should be the first port of call for organisations or individuals looking for information.

Additional important contacts	
Parkour UK	Website: Parkour UK Enquiries e-mail: info@parkour.uk Address: Parkour UK, 4th Floor, Burwood House, 14-16 Caxton Street, London, SW1H 0QT
Skills Active The Sector Skills Council for Active leisure, Learning and Well-being	Website: skillsactive.com Enquiries e-mail: skills@skillsactive.com Telephone: 0207 840 1900
sports coach UK, the UK's technical agency for coaching	Website: sportscoachuk.org Enquiries email: via web form at sportscoachuk.org/contact Telephone: 0113 274 4802
The Register of Regulated Qualifications	The full list of qualifications awarded by 1st4sport is either available on request or can be viewed on the Register of Regulated Qualifications: register.ofqual.gov.uk/Qualification?recognitionNumber=RN5216 . ¹³
The Office of the Qualifications and Examination regulator (Ofqual)	Website: gov.uk/government/organisations/ofqual
Qualifications Wales	Website: qualificationswales.org
Department for Education	Website: gov.uk/government/organisations/department-for-education
Learning Records Service	Website: gov.uk/government/collections/learning-records-service

¹³ Any changes to qualifications will be communicated with recognised centres via various means of communications.

Appendix: Qualification Component Specifications

Component title:	Activator role		
Component aim:	This component aims to develop the activators understanding of their role and responsibilities. This component is designed to ensure duty of care through safe and equitable practice in the organisation, facilitation and leading of activities as an activator		
Component level:	1	Guided Learning Hours (GLH):	3

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>		Mandatory Delivery content <i>The learner will develop an understanding of:</i>
1	Understand the role and responsibilities of an activator	1.1	discuss the role	<ul style="list-style-type: none"> organisation of activator sessions facilitation of activator sessions
		1.2	identify the responsibilities	<ul style="list-style-type: none"> role models, codes of conduct and associated boundaries duty of care, inclusive, safe practice and safeguarding of participants in line with relevant legislation: <ul style="list-style-type: none"> Health and Safety at Work Act 1977: Safety Equality Act 2010: Inclusion Children’s Act 1989: Safeguarding and DBS Data Protection Act: Data security the promotion of physical activity opportunities; supporting wellbeing through active and healthy lifestyles (during and after the programme) interaction and effective relationship management with volunteers, professionals and participants

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>		Mandatory Delivery content <i>The learner will develop an understanding of:</i>
2	Understand how to organise and facilitate a session	2.1	identify how to organise a session	<ul style="list-style-type: none"> • nature and type of activities; considering the target audience • different types of publicity and marketing; considering the target audience • venue choice and bookings; considering the type of target audience • equipment planning; consideration of risks • access arrangements; consideration of participant with particular needs
		2.2	identify how to facilitate activities at the start of a session	<ul style="list-style-type: none"> • equipment checks and risk assessment • registration (secure personal data collection, cash handling and records) • induction: <ul style="list-style-type: none"> • safety procedures (responsibilities and liabilities) • programme aims, rules and identification of participant motives • warm-up
		2.3	identify how to facilitate activities during a session	<ul style="list-style-type: none"> • using activities and games relevant to the type of session and participants; ensuring needs of participants are monitored and met throughout • dynamic risk assessment
		2.4	identify how to facilitate activities at the end of a session	<ul style="list-style-type: none"> • cool down • end session • give further information / signpost to other activities

Component title:	Activate through parkour		
Component aim:	This component aims to develop the activators knowledge of the skills required to facilitate activities through parkour		
Component level:	1	Guided Learning Hours (GLH):	3

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>		Mandatory Delivery content <i>The learner will develop the knowledge to be able to activate the participant to:</i>				
1	Understand how to facilitate activities that underpin fundamental parkour skills	1.1	Discuss the basic principles of parkour	<ul style="list-style-type: none"> • Definition: Art du Deplacement, Parkour, Freerunning • Philosophy • Terminology 				
		1.2	Identify the fundamental parkour skills	<ul style="list-style-type: none"> • Jumping • Quadrapedal (crawling) • Vaults • Underbar • Landing and rolling 				
		1.3	Identify parkour exercises	Jumping activities, flow and safety: <ul style="list-style-type: none"> • Standing jumps • Precision jumps • Height jumps • Clearance jumps • Running jumps • Drop jumps 	Quadrapel activities, flow and safety: <ul style="list-style-type: none"> • Cat balance • Monkey walking 	Vault activities, flow and safety: <ul style="list-style-type: none"> • Cat-Pass • Slide Monkey 	Underbar activities, flow and safety <ul style="list-style-type: none"> • Rail mounts and agility • Move through, under and over • rails and gaps 	Basic landing and rolling activities, flow and safety: <ul style="list-style-type: none"> • Basic landing • Precision landing • Rolls

2	Understand how to adapt multi-skills activities for different audiences	2.1	Adapt parkour activities to meet the needs of different participants	<p>S.T.E.P. Principles</p> <p>Adaptation tool –powerful for when making session easier or more challenging.</p> <p>SPACE: Make the activity area bigger or smaller depending on the ability of the participants</p> <p>TASK: Plan activities that are appropriate to the ability of the participants</p> <p>EQUIPMENT: Use different material to suit the developmental age/ability of participants</p> <p>PEOPLE: Make groups larger or smaller to achieve some success</p>
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