



Developed in partnership with the
Active Communities Network

1st4sport Level 2 Certificate in Delivering Community Activities for Youth at Risk

Qualification Specification

Version 1.0 February 2017

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 quality assurers should also be made aware that they must comply with the following addendums to ensure full deployment of the standards:

- *The Learner Portfolio*
- *The Delivery, Assessment and Quality Assurance Approach*

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Qualification Purpose Statement: 1st4sport Level 2 Certificate in Delivering Community Activities for Youth at Risk

Regulation						
Qualification details	Qualification title	Qualification No.	Level	GLHs ¹	TQT ²	Credit
	1st4sport Level 2 Certificate in Delivering Community Activities for Youth at Risk	603/0992/1	2	32	130	13
	Operational start date	01 February 2017				
	Review date	31 January 2020				
	Registration period	24 months				
Overview						
Introduction	<p>This qualification is solely awarded by 1st4sport Qualifications as the recognised awarding organisation regulated by Ofqual in England and Northern Ireland, CCEA and Qualifications Wales in Wales. The technical content for this qualification has been developed in partnership with Active Communities Network and the Laureus Sport for Good Foundation. This is one of a number of qualifications awarded by 1st4sport Qualifications. The Active Communities Network is a voluntary sector charity committed to the use and promotion of sports, arts and cultural activities to improve youth citizenship, social inclusion and community cohesion.</p> <p>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 3 on the European Qualifications Framework (EQF). Further information about the EQF can be found at: http://ec.europa.eu/eqf/home_en.htm</p>					

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. This reflects the nature of the training and assessment programme approved by the development partner, Active Communities Network. GLH will be substantially increased in components are delivered independently and not holistically.

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 a benefit to learners on the basis that it supports a role in the workplace supporting disenfranchised youths in a variety of communities. Holders of this qualification are able to work in paid or voluntary roles developing and delivering purpose-driven activity programmes to youth at risk within the community. The purpose of this qualification is to allow the learner to develop the skills required to plan, deliver and evaluate purpose-driven activity programmes appropriate to the local communities, and the needs of youth at risk in those communities. These purposes include improved communication skills, relationship management, heightened resilience and team working skills: attributes required to allow youths at risk to make a positive contribution to a community both now and in the future.</p>					
Structure	<p>This qualification consists of FOUR (4) mandatory components. Learners must successfully complete all four mandatory components to be awarded the certificate.</p>					
	Component title	Component aim	Accreditation no.	Level	GLHs	TQT
	The role of the Activity Leader in the community	This component assesses a learner's understanding of their role and responsibilities and the roles of others, ensuring that their delivery is safe, inclusive and purpose-driven.	D/615/4521	2	20	42
Plan a series of activity sessions for youth at risk	This component assesses an Activity Leader's ability to plan a series of activity sessions to meet the needs of participants. The series of activity sessions planned must be linked and progressive in nature in order to develop the group of participants	H/615/4522	2	20	38	

Structure	Component title	Component aim	Accreditation no.	Level	GLHs	TQT
	Deliver a series of activity sessions for youth at risk	This component assesses an activity leader's ability to deliver a series of activity sessions to meet the needs of participants.	K/615/4523	2	14	28
	Review a series of activity sessions for youth at risk	This component assesses an activity leader's ability to review a series of activity sessions that meet the needs of participants.	M/615/4524	2	14	22
Training and assessment	<p>Achievement of the qualification is normally through attendance on a course of training and assessment designed by 1st4sport Qualifications and the Active Communities Network. The assessment specification requires learners to complete a series of tasks contained within the learner portfolio. These tasks cover the following topics:</p> <ul style="list-style-type: none"> • The role of the activity leader • How to understand and build resilience • How to build and maintain valuable professional relationships • How to plan a purpose-driven activity programme for the community • Planning, delivering and evaluating a purpose-driven activity programme in the community • Planning, delivering and evaluating a purpose-driven activity in a simulated environment (with your cohort) under the supervision of an assessor. <p>The learner portfolio is inclusive of all assessment. Successful completion will result in the achievement of qualification.</p>					

Progression	
Entry routes for learners	<p>Prior to registration learners are required to:</p> <ul style="list-style-type: none"> • be at least 18 years of age • be in possession of the 1st4sport Level 1 Award in Developing Community Activities for Youth at Risk, equivalent, or one of the following: <ul style="list-style-type: none"> ○ a regulated or UKCC-endorsed Level 1 or above coaching qualification ○ a Level 2 Activity Leadership qualification ○ a Level 2 Physical Education and School Sport qualification ○ a recognised teaching or teaching assistant qualification • be able to communicate effectively in English³ (this includes listening, speaking, reading and writing) <p>There are no additional pre-requisites to certification other than successful completion of the assessment.</p>
Exit routes for learners: Education	<p>Successful learners may also wish to develop their understanding of planning activity sessions by progressing to other industry-relevant qualifications in coaching sport, activity leadership, youth and community work, supporting PE in school sport, sports development or sports for development. Learners may also wish to further develop their skills at a higher level by undertaking the 1st4sport Level 3 Certificate for Social Coaches.</p>
Exit routes for learners: Employment	<p>This qualification may lead to paid employment or unpaid voluntary roles working within the area of community development, youth work or community sport delivery. This could be within a context of a school, a community or local authority project, a sports club, youth service, family intervention programmes, colleges, local sport and youth centres or universities.</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	The qualification is designed for those who wish to become involved in youth and community work, or in support of larger roles, such as paid or voluntary positions which require engagement with youth in the wider community, including teaching, mentoring, coaching and activity leadership positions.
Target audience: Centres	The qualification is designed to be delivered through a range of centres which include (but is not limited to) schools, colleges, training providers and universities.
Target audience: Employers	The qualification is designed to support employers in third sector organisations and also local authorities. These employers include schools, colleges, youth centres, community centres and various youth intervention organisations. This qualification will also benefit organisations which are dedicated to their social responsibilities.
Alternatives	There are no direct equivalent alternatives.
Support	The qualification has been developed in partnership with <i>Active Communities Network</i> and <i>Laureus Sport for Good Foundation</i> . This development has been driven by the industry, and is fully supported by a number of organisations who operate in communities across England and Wales and who have been part of the ACN community for many years. Projects involved in the consultation include: <i>Positive Youth Foundation</i> (Coventry), <i>Big World Impact</i> (Portsmouth), <i>Sporting Futures</i> (Doncaster), <i>2nd Chance Group</i> (Bristol), <i>Active Communities Network</i> Manchester and Belfast, the <i>Rio Ferdinand Foundation</i> , the <i>Jason Roberts Foundation</i> , <i>Newport Positive Futures</i> and the <i>Asda Foundation</i> .

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 at least one appropriately qualified tutor/assessor at least one appropriately qualified Internal Quality Assurer (IQA)⁵ <p>To ensure appropriate support for learners, it is recommended cohorts operate at a ratio of one appropriately qualified tutor/assessor to a maximum of 20 learners. Observations in a simulated environment should be completed 1:1, and therefore further assessors may be required. If centres would like to deliver this qualification, they should first contact Active Communities Network (ACN) to ensure their workforce is approved by ACN to deliver/assess this qualification. Once this is in place, 1st4sport will be able to progress a centre's qualification approval application.</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. 1st4sport Qualifications will check all staff against the workforce list maintained by Active Communities Network.</p> <tr> <th colspan="2" style="background-color: #76b82a; color: white;">Evidence: ratios</th> </tr> <p>Must be evidenced through:</p> <ul style="list-style-type: none"> course/programme attendance registers for staff and learners course/programme authorisation requests to 1st4sport Internal quality assurance sampling plans and reports. 	Evidence: ratios	
Evidence: ratios			

⁴ One person may fulfil a number of the required roles. The tutor and assessor is often the same person.

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
<p>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>	<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 co-ordinator	
Conditions	Evidence: competence
<p>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>	<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 Qualification tutors/assessors	
Conditions	Evidence: initial capability and competence
<p>The recognised centre is required to recruit and deploy a minimum of one Tutor/Assessor who must:</p> <ul style="list-style-type: none"> • hold or be working towards a recognised teaching/tutoring qualification • hold or be working towards a recognised assessing qualification • attend a qualification specific induction with the ACN <p>If centres would like to deliver this qualification, they should first contact ACN to ensure their workforce is approved by ACN to deliver/assess this qualification. To do so, the first two points should be met first.</p> <p>Website: Active Communities Network Telephone: 020 7717 1691</p>	<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. Examples include: QTS; Cert Ed/PGCE/B Ed/M Ed; CTTLS/DTLLS or PTLLS (6 Credits)/PTLLS with unit 'Principles and Practice of Assessment' (12 Credits); Further and Adult Education Teacher's Certificate; S/NVQ Level 3 (or above) in Training and Development; TQFE (Teaching Qualification for Further Education); NOCN Tutor Assessor Award; Level 3 Award (or above) in Education and Training (QCF) • Evidence of registration and acceptance onto a suitable qualification, such as the above. This may include emails and letters of acceptance.
	Evidence: ongoing capability and competence
	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • standardisation activities • internal quality assurance reports and action responses • external quality assurance reports and action responses (<i>Athena</i>) • Audited communications with EV demonstrating sharing of learning programme inclusive of defined timings and content structure.

QCON 1.5 Qualification internal quality assurers	
Conditions	Evidence: initial capability and competence
<p>The recognised centre is required to recruit and deploy an internal quality assurer who must:</p> <ul style="list-style-type: none"> • hold or be working towards a recognised verification/quality assurance qualification • attend a qualification specific induction. <p>If centres would like to deliver this qualification, they should first contact Active Communities Network (ACN) to ensure their workforce is approved by ACN to internally quality assure this qualification. To do so, the first point must be met by the point of application to ACN.</p> <p>Website: Active Communities Network Telephone: 020 74078177</p>	<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 internal quality assurance certificates. Examples include: Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment; Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF); Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF); V1 – Conduct Internal Quality Assurance of the Assessment Process; D34 – Internally Verify the Assessment Process; SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment; SQA Internally Verify the Assessment Process
	Evidence: ongoing capability and competence
	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • recorded 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 learning and assessment. All training and/or assessment sites must include the following facilities:</p> <ul style="list-style-type: none"> • a designated room with space to accommodate a minimum of 20 learners plus all the required workforce, with appropriate seating and writing surfaces • a suitable space for the delivery of practical activities • adequate refreshment facilities • toilets <p>NB: All facilities must be accessible to all learners (including those with disabilities).</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 and clothing	
Conditions	Evidence: equipment
<p>The recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment produced by Active Communities Network. This includes adequate learning space and appropriate writing materials (pens and paper).</p>	<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>Learner Portfolio</i> • <i>Delivery Assessment and Quality Assurance Approach</i> • <i>Active Communities Network Learning and Assessment Programme</i> <p>The materials provided by 1st4sport and the qualification development and delivery partner, Active Communities Network, to facilitate the training and the assessment must be used to promote consistency of assessment standards across centres over the life of the qualification. Where this is not appropriate to the type of learners at the centre or for a specific course/learner cohort, appropriate and credible alternatives must be agreed with the 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 Portfolios</i> assessed in accordance with the <i>1st4sport Delivery Assessment and Quality Assurance Approach</i> • internal quality assurance reports • external quality assurance reports and action responses (<i>Athena</i>).

QCON 1.9 Qualification fees ⁶	
Conditions	Evidence: fees
<p>The recognised centre is required to pay a £70 (+VAT) 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 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.

⁶ 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 to register interest with 1st4sport and be issued a system access key username and password. To obtain assistance or to requests this, contact the 1st4sport Centre Support Team on:</p> <p>Tel: 0113-290 7610 Email: services@1st4sportqualifications.com</p>	<p>Must be evidenced through:</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 prerequisites	
Conditions	Evidence: pre-requisites
<p>Prior to registration learners are required to:</p> <ul style="list-style-type: none"> • be at least 18 years of age • be in possession of the 1st4sport Level 1 Award in Developing Community Activities for Youth at Risk, equivalent, or one of the following: <ul style="list-style-type: none"> ○ a regulated or UKCC-endorsed Level 1 or above coaching qualification ○ a Level 2 Activity Leadership qualification ○ a Level 2 Physical Education and School Sport qualification ○ a recognised teaching or teaching assistant qualification • be able to communicate effectively in English⁷ (this includes listening, speaking, reading and writing) <p>There are no additional pre-requisites to certification other than successful completion of the 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, nationality, 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). • certificates

⁷ 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 with the <i>Equality Act 2010</i>⁸ 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 18 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 are not able to enter onto this qualification 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 well being. • 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 through:</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 evidence⁹ and clearly implemented arrangements.

⁸ There are no barriers to access on the grounds of marriage, religion or belief, sex, sexual orientation or gender transformation.

⁹ Medical reports, diagnostic tests or professional testimonies.

QCON 2.4 Learner eligibility and recognised prior learning	
Conditions	Evidence: RPL
There is no prior learning accepted for this qualification. All learners must complete the full training and assessment programme.	N/A
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 the recognised centre's code of conduct • understand that the registration period for this qualification is two years (24 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/contracts¹⁰.

¹⁰ 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: inductions
<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 learning and assessment programme • individual learning plans • 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 training and learning programme, which is 32 hours, depending upon learners' needs and the structure of the training and assessment programme.</p> <p>Guided Learning includes all classroom-based activity, as well as assessment activities conducted under the supervision of a tutor or assessor, including observed activity sessions. This number will be increased dramatically if components are delivered individually. If components are delivered independently the GLH will rise to 68 hours, as reflected in the component specifications.</p> <p>The Total Qualification Time for this qualification is 130 hours. This is the combination of all guided learning stated within the training and assessment programme and the directed study (unsupervised) hours.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> marketing tools (where these exist) a published training and assessment programme.

QCON 3.2 Training and assessment programme	
Conditions	Evidence: course programme
<p>The recognised centre is required to deliver the qualification in accordance with the <i>DAQAA document</i>. This is aligned to the recommended guided learning hours for the qualification.</p> <p>The materials provided by 1st4sport and the qualification development and delivery partner Active Communities Network to facilitate the training and the assessment must be used to promote consistency of assessment standards across centres over the life of the qualification. Where this is not appropriate to the type of learners at the centre or for a specific course/learner cohort, appropriate and credible alternatives may be agreed with 1st4sport.</p>	<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>Achievement of the qualification is normally through attendance on a course of training and assessment designed by 1st4sport Qualifications and the Active Communities Network. The assessment specification requires learners to complete a series of tasks contained within the learner portfolio. These tasks cover the following topics:</p> <ul style="list-style-type: none"> • The role of the activity leader • How to understand and build resilience • How to build and maintain valuable professional relationships • How to plan a purpose-driven activity programme for the community • Delivering and reviewing a purpose-driven activity programme in the community • Plan and deliver a purpose-driven activity in a simulated environment (with your cohort) <p>The learner portfolio is inclusive of all assessment. 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 Portfolios</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 and are contained within the <i>1st4sport Learner Portfolios</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 units, the assessor and completion dates • completed learner portfolios • internal quality assurance reports • external quality assurance reports and action responses (<i>Athena</i>).

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 opportunities to be assessed within their period of registration for the qualification. Learners must not attempt any delivery tasks until all written tasks in the Learner Portfolio have been successfully passed.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> the full programme of learning 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 schedules are communicated 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 assessor guidance assessment decisions are made in line with the principles of assessment (validity, authenticity, reliability, currency, sufficiency of evidence) assessment decisions are communicated via established channels assessment decisions are recorded and shared with learners, with the caveat that decisions may change following IQA or EQA. 	<p>Must be evidenced through:</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 learner portfolios assessed in line with the 1st4sport assessor guidance; 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
<p>The recognised centre is required to ensure learners who are disadvantaged or unable to complete or attend their assessment due to emotional or physical difficulties, or adverse circumstances, request special consideration in accordance with the <i>1st4sport Position Statement: Access Arrangements</i>.</p>	<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
<p>The recognised centre is required to ensure that learners who have completed all prerequisites, 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, outcomes must not be confirmed to learners until the sampling and any residual actions have been completed.</p>	<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
<p>The recognised centre is required to ensure that learners who are unsuccessful in any aspect of assessment are offered a maximum of two opportunities to re-sit the appropriate assessment component within their period of registration (24 months). Recognised centres may levy additional charges for conducting reassessments. All reassessments must be conducted in accordance with the assessment specification.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • assessment schedules per learner, tracking and records • completed/updated learner portfolios • completed <i>Record of Achievement</i>, per learner • assessor communications with administrators • internal quality assurance records: • external quality assurance reports and action responses (<i>Athena</i>).

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 qualification assurance strategy which includes strategic objectives which include, but are not limited to:</p> <ul style="list-style-type: none"> • a selected sample across 50% of learner evidence and assessor feedback is internally quality assured from 25% of the courses authorised. This reflects the level of risk involved when delivering the qualification, and also the opportunities available to learners following certification. • all active assessors are internally quality assured across all active assessment sites, over a twelve month period • standardisation activities conducted annually and focussed on assessment and internal quality assurance • internal qualification assurance conducted in accordance with a risk based approach; 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>
QCON 4.2 Internal Quality Assurance Sampling	
Conditions	Evidence: Sampling Activities
<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: internal Quality Assurance Sampling
<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 performance • sampling of assessment evidence • 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.

Communications and Contacts

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

Additional important contacts	
Active Communities Network Contact Details	Website: Active Communities Network Telephone: 020 74078177
Laureus Sport for Good Foundation Contact Details	Website: Laureus Sport for Good Foundation Telephone: 020 7514 2762
Skills Active – The Sector Skills Council for Active Leisure, Learning and Well-being	Website: skillsactive.com Telephone: 0330 004 0005
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: www.register.ofqual.gov.uk . ¹¹
The Office of the Qualifications and Examination Regulation (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

¹¹ Any changes to qualifications will be communicated with recognised centres via various means of communications.

Appendix 1: Qualification Components

Component title:	The role of the Activity Leader in the Community				
Component aim	This component assesses a learner's understanding of their role and responsibilities of the Activity Leader in the community who is working with youths at risk, as well as the role of others, ensuring that their own delivery is safe, inclusive and purpose-driven.				
Component level:	2	Guided Learning Hours (GLH):	20	Total Qualification Time (TQT)	42
Assessment Specification	Learners are required to complete a series of assessed tasks within their learner portfolio. These are set by 1st4sport and assessed by their assessor				

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 of the activity leader	1.1	describe the role of the activity leader	<ul style="list-style-type: none"> the role of the fully independent activity leader, its boundaries and limitations the responsibilities of the fully independent activity leader when working with others such as qualified coaches, volunteers, participants and parents the importance of being a role model the importance of understanding the individual and the community the process of plan–do–review
2	understand the responsibilities of the activity leader	2.1	describe the responsibilities related to the role	<ul style="list-style-type: none"> the overarching legal responsibilities the organisational procedures, responsibilities and liabilities the role of others and the positive promotion of these roles and individuals

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 the responsibilities of the activity leader (continued)	2.2	describe responsibilities related to duty of care	<ul style="list-style-type: none"> • what constitutes acceptable relationships • the guidelines for safeguarding and protecting the following participant groups, adherence to these and maintaining confidentiality: <ul style="list-style-type: none"> - young people and children, including signs and symptoms of abuse - adults at risk - participants who share protected characteristics • how to encourage and reward positive behaviour and to respond to discriminatory behaviour, behaving in a fair, consistent and ethical manner • the requirements of the participant group; managing information for and about all types of participants
		2.3	describe responsibilities related to safe delivery practice	<ul style="list-style-type: none"> • how to set and agree ground rules • health and safety management, understanding how to: <ul style="list-style-type: none"> - prepare the environment - conduct a risk assessment - minimise risk - put contingency plans in place • emergency procedures; knowing how to follow: <ul style="list-style-type: none"> - correct procedures for dealing with accidents, emergencies and incidents - correct procedures for reporting issues

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 the responsibilities of the activity leader (continued)	2.4	describe responsibilities related to inclusive activity delivery	<ul style="list-style-type: none"> • inclusive delivery of activity sessions and where to gain information on this • appropriate ideas of equality and diversity • how to communicate, deal with and meet the needs of a variety of participant types: <ul style="list-style-type: none"> - disabled and non-disabled people - children/youth/adults - those who share protected characteristics • how to assist with meeting the needs of participants who share protected characteristics or particular personal, social or economic disadvantages • recognising that different participants learn in different ways • how to overcome barriers to participation and social cohesion (Understanding community cohesion and stability, identify barriers to participation and local issues, knowing demographic, adapting delivery activity and promoting and maintaining participation) • how different backgrounds and stages of participant development can impact on <ul style="list-style-type: none"> - age - emotional development.
		2.5	describe how to build appropriate professional relationships	<ul style="list-style-type: none"> • how to understand an organisation's aims and mission • how to know your participants • how to understand other key partners and their needs • how to position your project/service • how to work with local statutory services • how to understand service level agreements • how to understand, maintain and be aware of professional boundaries

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>
3	understand youth at risk and their development needs	3.1	describe how to engage with and develop a range of participants	<ul style="list-style-type: none"> • how to gather information about lifestyle, previous experience, and the needs of different participant groups • participants' motivations, or perceived lack of • the impact of the participants' background and needs on: <ul style="list-style-type: none"> - session management - the different ways children and young adults learn • how to cater for individual needs within activity delivery • how the mental capabilities of participant(s) will influence the content and structure of the session • the key methods for improving: <ul style="list-style-type: none"> - connection - confidence - concentration - motivation - emotional control - cohesion • how to develop participants socially
		3.2	discuss factors which affect youth at risk	<ul style="list-style-type: none"> • identify the typical behaviours and emotions witnessed in young people at risk • define resilience in the context of youth at risk • define what characteristics a resilient young person should have, including: <ul style="list-style-type: none"> - setbacks - challenges - strong social connections - ability to ask for help - strong problem-solving skills • understand the <i>Iceberg Theory</i> • understanding the hope scale and how to use the theory to set achievable goals with participants

Component title:	Plan a series of activity sessions for youth at risk				
Component aim	This component assesses an activity leader's ability to plan a series of purpose-driven activity sessions to meet the needs of participants. The series of activity sessions planned must be linked and progressive in nature in order to develop the group of participants.				
Component level:	2	Guided Learning Hours (GLH):	20	Total Qualification Time (TQT)	38
Assessment Specification	Learners are required to plan a minimum of four activity sessions in a suitable activity area. Sessions must involve the same group of participants. Sessions should be an appropriate length for the activity and the identified participant group. Learners are to deliver all sessions in a real environment, before delivering a final planned session on-course during an assessment day under the supervision of a qualified assessor. This session will be delivered in simulated circumstances.				

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>		Mandatory delivery content <i>The learner will develop the knowledge, understanding and skills to be able to</i>
1	be able to plan a series of activity sessions	1.1	plan a series of activity sessions	<ul style="list-style-type: none"> understand the personal, social and environmental risks that a young person might be exposed to (substance abuse, family, school, peer pressure, abuse, gangs, boredom, mental & physical health issues, illegal activity, social media, lack of love/care) examine what activities such as art, music and sport can do for a young person, such as build confidence, self esteem, self awareness, social skills, employability skills understand how to make activities relevant to young people and not to duplicate services that they may already attend listen to the needs of the young person and empower them to take responsibility understand the principles of producing sessions identify aims and objectives of the activity sessions, setting SMART/ tangible goals that have been agreed with participants plan a series of progressive sessions with clear goals and objectives

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>		Mandatory delivery content <i>The learner will develop the knowledge, understanding and skills to be able to</i>
		1.2	plan activities to meet the aims of the sessions	<ul style="list-style-type: none"> • understand how individual sessions support overall aims • identify aims and objectives of sessions, setting SMART/ tangible goals that have been agreed with participants • plan and prepare sessions that meet the needs of participants from different backgrounds and different circumstances to include: <ul style="list-style-type: none"> – realistic timings – sequences of activities – intensity of activities – duration of activities – contingencies

Component title:	Deliver a series of activity sessions for youth at risk				
Component aim	This component assesses an activity leader's ability to deliver a series of purpose-driven activity sessions to meet the needs of participants.				
Component level:	2	Guided Learning Hours (GLH):	14	Total Qualification Time (TQT)	28
Assessment Specification:	Learners are required to deliver a series of six linked and progression sessions to the same group of participants. These sessions will take place off-course with a witness statement required for verification. Learners will then deliver a final planned session on-course during an assessment day under the supervision of a qualified assessor. This session will be delivered in simulated circumstances.				

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>		Mandatory delivery content <i>The learner will develop the knowledge, understanding and skills to be able to:</i>
1	be able to deliver a series of activity sessions	1.1	establish a safe activity environment	<ul style="list-style-type: none"> conduct a risk assessment, minimising any identified risks organise the setting up of equipment required for the session
		1.2	prepare the participants for the activity	<ul style="list-style-type: none"> apply the principles of good practice for starting activity sessions provide information to participants on the aims and objectives of sessions, agreeing these with participants understand physical preparation and how to deliver warm-ups, where necessary

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>		Mandatory delivery content <i>The learner will develop the knowledge, understanding and skills to be able to:</i>
1	be able to deliver a series of activity sessions (continued)	1.3	deliver a series of activity sessions	<ul style="list-style-type: none"> incorporate a variety of styles to assist in delivery, including: <ul style="list-style-type: none"> – listening to participants – motivating participants – learning styles of participants (visual, auditory, kinaesthetic) – differentiation between participants cater to a variety of learning styles; balancing instruction, facilitation, demonstration, questions and answers ensure there is a balance of activities; realistic timings, sequences, intensity and duration of activities within the session identify participants' needs and modify session plan(s) to meet participants' changing needs
		1.4	analyse and provide feedback on participants' performance	<ul style="list-style-type: none"> understand the principles of analysing participants' performance observe participants', analyse performance and provide constructive feedback communicate effectively with participants and show listening skills support participant(s) in taking responsibility for their own learning
		1.5	ensure participants' safety is maintained	<ul style="list-style-type: none"> manage activities and adapt to maintain safety as required manage safe use of equipment during the session manage behaviours by being: <ul style="list-style-type: none"> – positive and challenging – encouraging and motivating
		1.6	conclude the session	<ul style="list-style-type: none"> apply the principles of good practice for concluding activity sessions deliver cool-downs, where appropriate summarise session outcomes, providing feedback to participants organise the taking down and storage of equipment used during the session offer information to participants after coaching sessions

Component title:	Review a series of activity sessions for youth at risk				
Component aim	This component assesses the learner's ability to review a series of activity sessions that meet the needs of participants.				
Component level:	2	Guided Learning Hours (GLH):	14	Total Qualification Time (TQT)	22
Assessment specification	The learner is required to review and evaluate a minimum of six activity sessions, as well as an overall delivery evaluation.				

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>		Mandatory delivery content <i>The learner will develop the knowledge, understanding and skills to be able to:</i>
1	be able to review a series of activity session	1.1	review participants' performance	<ul style="list-style-type: none"> measure participant development use a variety of evaluation methods that can be used to monitor participant(s) development and learning
		1.2	analyse own leadership practice	<ul style="list-style-type: none"> understand the principles of self-reflection utilise feedback from others identify personal development needs gain valid feedback on own performance from participants and others take responsibility for own development access continuing personal development (CPD) and develop a personal action plan and mentoring opportunities participate in continual review identify career progressions in the sport and the role of others
		1.3	apply the review of activity sessions to future planning	<ul style="list-style-type: none"> review and evaluate the session, using the views of participants and others, and using it to impact on future sessions agree the outcomes of the review with participants and others, advise them on their development needs and adapt future sessions to reflect needs

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>		Mandatory delivery content <i>The learner will develop the knowledge, understanding and skills to be able to:</i>
		1.4	review the effectiveness of the series of activity sessions	<ul style="list-style-type: none"> • review the overall aims and goals of the programme and progress made towards these • use a variety of evaluation methods that can be used to monitor participant(s) development and learning • measure the quality of the coaching experience • measure participant development