



1st4sport Level 3 Award for Tutors and Assessors in Sport Endorsed Pathway Specification

Qualification Specification

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

All relevant personnel within recognised centres approved to offer this qualification must read this specification. 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 internal quality assurers should also be made aware that they must comply with the following addendums to ensure full deployment of the standards:

- *The Assessment Brief*
- *The Delivery, Assessment and Quality Assurance Approach*

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Qualification Accreditation Number: 603/1069/8

Qualification regulation date: 31 January 2017

Specification publication date:
V1 – 10 February 2017

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Qualification Purpose Statement

Regulation					
Qualification details	Qualification title	Qualification No.	Level	GLHs ¹	TQT ²
	1st4sport Level 3 Award for Tutors and Assessors in Sport	603/1069/8	3	14	58
	Operational start date:	01 February 2017			
	Review date:	31 January 2020			
	Registration period:	3 years			
Overview					
Introduction	<p>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 this qualification has been developed in consultation with industry representatives and sports coach UK (scUK) as the UK's technical agency for delivering sport and physical activity. The qualification is eligible for delivery in a range of contexts; as a result there are a number of partners which include a range of Governing Bodies of Sport related to each context. These are defined in each endorsed pathway specification.</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 4 on the European Qualifications Framework (EQF). Further information about the EQF can be found at: http://ec.europa.eu/eqf/home_en.htm</p>				
Objective	<p>This qualification is designed to provide benefit to learners on the basis that it prepares them for deployment as a tutor and assessor in Sport; specifically relevant to delivering vocational sports coaching qualifications awarded by 1st4sport.</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.

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.

Structure	This qualification is derived of a mandatory component group, with two components, and a range of endorsed pathway component groups. To achieve the qualification within an endorsed pathway, learners must successfully achieve both mandatory components and one pathway component. The qualification is designed to support RPL.					
	Mandatory Component Group title	Mandatory Component aim	Accreditation no.	Level	GLHs	TQT
	Inclusive teaching and learning in sport	The component aims to provide learners with the knowledge and skills required for the inclusive delivery of generic or sport-specific, learning programmes and associated sport qualifications to adults and young people.	A/615/4879	3	7	20
	Assessment practice in sport	The component aims to provide learners with an introduction to the processes and principles of assessment in sport. It offers an opportunity for learners to be supported in developing the knowledge and skills to be able to plan, conduct and evaluate assessments of learning and achievement.	M/615/4880	3	7	27
	Pathway A Component title	Pathway Component aim	Accreditation no.	Level	GLHs	TQT
	Educational philosophy in Sport	The component aims to provide learners with an understanding of the educational framework in a specific sports organisation. In doing so the learners will understand the types of learning pathways, programmes and practitioner roles whilst engaging with the vision for learning for the sport organisation.	T/615/4881	3	0	11
Training and assessment:	Achievement of the qualification is normally through attendance on a course of training and assessment. The assessment specification requires learners to deliver teaching and to conduct assessment; engaging in reflective practice. 1st4sport assessment tools are inclusive of all assessment criteria. Successful completion will result in the achievement of the qualification.					

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 18 years of age • hold a relevant vocational sports qualification in the subject area/sport they aspire to tutor and assess, and at least the same level. • be able to communicate effectively in English³ (this includes listening, speaking, reading and writing).
Exit routes for learners: education	<p>The qualification will enable successful learners to progress to further education and training qualifications. The skills and knowledge developed may also be used to enable learners to progress to other industry-relevant qualifications in the delivery, assessment or verification in sport, physical activity, activity leadership, supporting PE in school sport and sports development.</p> <p>The qualification sits within a suite of progressive education and training qualifications, and supports direct progression onto the <i>1st4sport Level 3 Award in Delivering Learning, 1st4sport Level 3 Award in Education and Training, 1st4sport Level 3 Award in Assessing Vocationally Related Achievement, 1st4sport Level 3 Award in Assessing Competence in the Work Environment or the Level 3 Certificate in Assessing Vocational Achievement (QCF)</i>.</p>
Exit routes for learners: employment	<p>This qualification may lead to paid employment in the tutoring and assessing of sports coaching programmes, as part of a governing body of sport education workforce or for generic sport qualifications.</p>

³ Learners must be able to understand the requirements of, and produce the evidence required for, 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 with technical competence in the subject area/sport they wish to become involved in the delivery and assessment of. This qualification is seen as the entry point to a role in tutoring and assessing in sport. It is not suitable for assessing NVQ or competence based qualifications.
Target audience: centres	The qualification is designed to be delivered through centres offering 1st4sport generic sports qualifications, or Sports specific coaching qualifications.
Target Audience: employers	The qualification is designed to support recognised centres as the employer of tutors and assessors in . Qualified and competent employees and volunteers in this sector supports the professionalism of the industry, ensures quality assured services and duty of care to stakeholders.
Alternatives:	<p>The <i>1st4sport Level 3 Award in Delivering Learning</i> or the larger industry standard <i>1st4sport Level 3 Award in Education and Training</i> may be more appropriate for experienced tutors who have the confidence and opportunity to evidence the delivery of learning in a variety of environments, or wish to specialise in providing learning to individuals or groups.</p> <p><i>1st4sport Level 3 Award in Assessing Vocationally Related Achievement</i>, <i>1st4sport Level 3 Award in Assessing Competence in the Work Environment</i> or the larger industry standards <i>Level 3 Certificate in Assessing Vocational Achievement (QCF)</i> may be more appropriate for experienced assessors who aspire to assess using a larger repertoire of methods or alternative for those who wish to progress into work-based assessment.</p>
Support:	<p>The qualification is supported by sports coach UK as the lead technical agency in the delivery of sport; agreed as the minimum industry standard qualification for tutors and assessors in sport.</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 consultation with a range of stakeholders including but not limited to sports coach UK and a range of approved governing bodies of sport.</p>

Qualification Approval Conditions

1st4sport recognised centres are required to comply with the *1st4sport Centre Recognition Conditions*. All centres that 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 workforce⁴ in place which includes as a minimum⁵:</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)⁶. <p>In deploying the workforce, the recognised centre must ensure that each course operates with a maximum of 12 learners to one approved tutor/ assessor. Centres must be mindful of the time required to conduct assessment when allocating workforce to a course.</p>	Evidence: ratios
	<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.

⁴ The centre must ensure that any conflicts with regards to the delivery, assessment or IQA activities are reported to 1st4sport in accordance with 1st4sport Position Statement: Conflict Management for mitigation or management purposes. This can be sourced via the 1st4sport website in the *About us/ Policies and Procedure* section.

⁵ One person may fulfil a number of the required roles.

⁶ Internal quality assurers must not tutor or assess on a course where they are involved in 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 coordinator	
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 Tutor/Assessors	
Conditions	Evidence: initial capability and competence
<p>The recognised centre is required to recruit and deploy an appropriately qualified tutor/assessor who as a minimum:</p> <ul style="list-style-type: none"> holds both a recognised <i>Introduction to Teaching</i> qualification or Teaching qualification and a recognised <i>Introduction to Assessing qualification</i> or <i>Assessing qualification</i> (or has substantial and successful teaching experience in education and training) has relevant teaching and assessing experience in an education or training context. <p>Tutor/assessors are responsible for the delivery of the learning programme developed by their recognised centre and the assessment of learner's knowledge and performance. They must have attended a qualification induction by the centre to orientate them into the centre-specific learning and assessment programme.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> teaching or introduction to teaching qualification certificate assessing qualification certificates. record of qualification induction and content. <p>Accepted Introduction to Teaching qualifications: <i>Level 3 Award in Education and Training (QCF)</i>; <i>Level 3/4 PTLLS Awards</i>, <i>1st4sport Level 3 Award in Delivering Learning (L3ADLQ)</i>; or <i>1st4sport Level 3 Certificate in Tutoring Sport (CTS)</i>.</p> <p>Accepted Teaching qualifications: <i>Level 4 Certificate in Education and Training (QCF)</i>; <i>Level 5 Diploma in Education and Training (QCF)</i>; <i>Level 3/4 Certificate in Teaching in the Lifelong Learning Sector (QCF) (CTLLS)</i>; <i>Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF) (DTLLS)</i>; <i>Post Graduate Certificate in Education</i>.</p> <p>Accepted assessing qualifications: <i>Level 3 Award in Assessing Vocationally Related Achievement (QCF)</i>; <i>Level 3 Award in Assessing Competence in the Work Environment (QCF)</i>; <i>Level 3 Certificate in Assessing Vocational Achievement (QCF)</i>; <i>1st4sport Level 3 Certificate in Assessment Practice in Sport (IAPS)</i> or this qualification.</p> <p>For those without a teaching or assessing qualification, but with substantial experience of tutoring and assessing in a sport-specific environment must be evidenced through a detailed CV and/or personal statement confirming teaching and assessing positions held involving the role of an adult education teacher/tutor in sport (responsible for writing and reviewing own sessions plans based on a sport-related scheme of work).</p>
	<p>Evidence: ongoing capability and competence</p> <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>)

QCON 1.5 Internal quality assurers	
Conditions	Evidence: initial capability and competence
<p>The recognised centre is required to recruit and deploy an appropriately qualified internal quality assurer who as a minimum:</p> <ul style="list-style-type: none"> holds a recognised assessing qualification or teaching qualification within which assessment practice was a significant component; or has substantial and successful experience in assessment of learning and achievement in sport. has relevant teaching and assessing experience in an education or training context. holds a recognised internal verification/internal quality assurance qualification <p>Internal quality assurers are responsible for the conduct of valid and reliable internal quality assurance activities in accordance with the <i>1st4sport Delivery, Assessment and Quality Assurance Approach</i>. They must have attended a qualification induction by the centre to orientate them into the centre specific qualification learning and assessment programme and IQA strategy.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> <i>Introduction to Teaching</i> or Teaching qualification certificate (see tutor role for list of qualifications) assessing qualification certificate (see assessor role for list of qualifications) CV detailing teaching positions held involving the role of an adult education teacher (responsible for writing and reviewing own sessions plans based on a scheme of work). record of qualification induction and content. Internal verification/internal quality assurance qualification certificate <p>Accepted Internal verification/internal quality assurance qualifications include: <i>Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF)</i>; <i>Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)</i>; <i>1st4sport Level 3 Certificate in Internal Verification Practice in Sport (CIVPS)</i> + familiar with current internal quality assurance NOS/standards; <i>V1 Conduct internal quality assurance of the assessment process</i> + familiar with current internal quality assurance NOS/standards; <i>D34 Internally verify the assessment process</i> + familiar with current internal quality assurance NOS/standards.</p>
	<p>Evidence: ongoing capability and competence</p> <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 with facilities to support the programme of training and assessment. All delivery sites must include the following:</p> <ul style="list-style-type: none"> • a suitable classroom facility/ lecture room which is conducive to learning, teaching and assessing; lighting, temperature and noise levels appropriate to learner needs. • Toilet facilities. 	<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"> • sport-specific equipment, as required by the sport/programme • computer and power point projector • flip chart and 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 ⁷	
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>1st4sport Level 3 Award in Tutoring and Assessing in Sport Assessment Brief</i> • <i>1st4sport Level 3 Award in Tutoring and Assessing in Sport Delivery, Assessment and Quality Assurance Approach (DAAQA)</i>⁸ 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • a published programme of learning and assessment per course • creation of a <i>Learner Portfolio</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 ⁹	
Conditions	Evidence: fees
<p>The recognised centre is required to pay a £45 (plus VAT where applicable) 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 The qualification workforce is required to ensure the confidentiality of the Delivery, Assessment and Quality Assurance Approach at all times. This must not be shared with the learners or third party who are not part of the qualification workforce under any circumstances.

⁸ The DAQAA provides the recommended training and assessment programme for the qualification, assessment guidance including levels of attainment, and exemplar IQA templates to promote a standardised approach across all recognised centres and delivery sites

⁹ 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 Business 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 ¹⁰ 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 18 years of age hold a relevant vocational sports qualification in the subject area/sport and level, they aspire to deliver and assess. be able to communicate effectively in English¹¹ (this includes listening, speaking, reading and writing). 	<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).

¹⁰ Centres should ensure that this qualification is the most appropriate based on learners' prior experience, rather than others in the education and training suite.

¹¹ Learners must be able to understand the requirements of, and produce the evidence required for, 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 2010</i>¹² 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 for quality assurance purposes. In such cases reasonable adjustments will not be applied. • disability – individuals with mental, 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 evidence¹³ and clearly implemented arrangements.

¹² There are no barriers to access on the grounds of marriage, religion or belief, sex, sexual orientation or gender transformation.

¹³ Medical reports, diagnostic tests or professional testimonies

QCON 2.4 Learner eligibility and recognised prior learning	
Conditions	Evidence: RPL
<p>The recognised centre is required to conduct an initial assessment of learners to consider any recognised prior learning (RPL). Every learner must meet all assessment requirements for this qualification. Whilst a learner may be eligible to bypass elements of learning, all assessments must be successfully completed in order for the learner to achieve the qualification. Assessment methodology may be adapted to ensure relevance to the learner based upon the RPL assessment outcomes.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> evidence to demonstrate the prior learning and/or achievements of the learner evidence to show the mapping of this evidence against the standardised training and assessment programme
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 to a code of conduct are equipped with appropriate apparel to facilitate coaching activities understand that the registration period for this qualification is 3 years (36 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/contracts¹⁴.

¹⁴ 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 learning and assessment programme • individual learning plans • links to National Standards and functional skills (where these exist) • 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 14 hours, depending upon learners' needs and the structure of the programme of training and assessment.</p> <p>The total quality time (TQT) is 58 hours, which is calculated from the guided learning hours, directed study and all assessments.</p> <p>In doing so the recognised centre must ensure that all aspects of the mandatory components are covered.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> marketing tools (where these exist) a published learning and assessment programme.
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 (3 years). 	<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 their assessment brief, provided by 1st4sport. In doing so they will devise their own portfolio of evidence to demonstrate that they can operate as a tutor and assessor in sport. This includes:</p> <ul style="list-style-type: none"> • plan and conduct a minimum of two tutoring activities (minimum 30 minutes each), mentored by experienced tutors in sport • plan and conduct assessment on 4 learner portfolios; countersigned by experienced assessors in sport. Assessment paperwork to be submitted. • plan and conduct assessment on 4 learner demonstrations and questioning, countersigned by experienced assessors in sport. This must be for the same learners for which the portfolios were assessed. Assessment paperwork to be submitted. • create a journal to engage in reflective practice; identifying strengths and areas for continuous improvement supporting personal development <p>The assessment brief and subsequent personal portfolio of evidence is inclusive of all assessment criteria. Successful completion will result in the achievement of the qualification.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • records of learners attendance and achievements • creation of a <i>Learner Portfolio</i> assessed in accordance with the <i>1st4sport DAAQA</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; contained within the <i>1st4sport Learner Assessment Brief</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 units, the assessor and completion dates • completed learner portfolios • internal quality assurance reports • external quality assurance reports and action responses (<i>Athena</i>).
	Evidence: alternative arrangements
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 complete the reflective practice activities prior to attending and completing the practice tutoring and assessing sessions.</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 and invigilation conditions • 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 after internal quality assurance has been completed. 	<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 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, 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>	<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 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, outcomes must not be confirmed to learners until the sampling and any relevant 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 (three years). 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
The recognised centre is required to have in place an internal quality assurance strategy outlining the strategic objectives which should include interventions across 100% of courses; prioritising the final portfolio of evidence across 25% of learners. Where risks are identified additional interventions should be administered.	<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
The recognised centre is required to have sampling plans in support of the strategy.	<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 which include sampling of assessment evidence. Where risks are identified observation and/or learner interviews (face to face or via telephone) will be conducted.</p> <p>The interventions must ensure that support and development is given to the centre and to the qualification workforce.</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 Qualification's website or e-mail should be the first port of call for organisations or individuals looking for information.

Important contacts	
The Education and Training Foundation	Website: http://www.et-foundation.co.uk Enquiries email: enquiries@etfoundation.co.uk Telephone: 0800 093 9111
The Excellence Gateway	Website: http://www.excellencegateway.org.uk/
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 Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)	Website: cimspa.co.uk Enquiries e-mail: info@cimspa.co.uk Telephone: 01509 226474
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 . ¹⁵

¹⁵ Any changes to qualifications will be communicated with recognised centres via various means of communications.

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
The Department for Business Innovation and Skills (BIS)	Website: gov.uk/government/organisations/department-for-business-innovation-skills
Learning Records Service	Website: gov.uk/government/collections/learning-records-service

Appendix: Qualification Components

Component title:	Inclusive teaching and learning in sport
Component aim:	The component aims to provide learners with the knowledge and skills required for the inclusive delivery of generic or sport-specific, learning programmes and associated sport qualifications to adults and young people.
Component level:	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	be able to apply inclusive teaching and learning approaches in sport	1.1	plan inclusive learning sessions in sport	<p>Person: Consider own capabilities with regards to the teaching strategies and approaches</p> <p>People: Consider individual learner needs, prior experience and knowledge, motivations, learning styles and potential contribution</p> <p>Place: Consider the environment ensuring relevance to the teaching approach and learning styles</p> <p>Programme: Consider the structure, content and timings, required teaching approach, supporting tools available and required documentation for record keeping</p> <p>Philosophy: Consider the integration of the vision and ethos of the organisation under which you are operating</p> <p>Plans must be supported by justifications which are recorded in an appropriate format; relevant to the learners preferred style. These should be used to support the design of a personal development plan.</p>

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>
	1.2 deliver inclusive learning sessions in sport	<p>Person: Continuously reflect on own behaviour; clothes, communication style and the delivery of session using planned teaching approach. Respond accordingly by making relevant adaptations to support learning, time management</p> <p>People: Continuously reflect on behaviour of all learners; managing communication, engagement, behaviour and motivations. Respond accordingly by making relevant adaptations to support learning</p> <p>Place: Continuously reflect on the relevance and safety of the learning environment and equipment; ensuring alignment to the teaching approach, learners needs and activities. Respond accordingly by making relevant adaptations to support learning</p> <p>Programme: Continuously reflect on delivery of the planned content and established timings. Respond accordingly by making relevant adaptations to timings and tasks to support learning, engagement and motivation</p> <p>Philosophy: Continuously reflect on the contribution of the session to the vision and ethos of the organisation under which you are operating; collect feedback from learners and relevant third parties in line with organisational approach</p> <p>Teaching practice must be supported by reflections recorded immediately after the delivery has taken place. These should focus on thoughts, feelings, behaviours and outcomes.</p>
	1.3 evaluate the delivery of inclusive learning in sport	<p>Person: Reflect on personal conduct and capabilities in the delivery of inclusive learning; focus on feelings, thoughts and behaviours and comparing these outcomes to original plan</p> <p>People: Reflect on feedback from learners and other relevant third parties on the delivery of inclusive learning; triangulate this against personal reflections</p> <p>Place: Reflect on the impact of the environment on inclusive learning; compare this against the original plan</p> <p>Programme: Reflect on the contribution of sessions to the overall programme; discuss inclusive learning within the session and compare this against the original plan</p> <p>Philosophy: Reflect on the contribution of sessions to the vision and culture of the organisation under which you are operating; complete a personal development plan based upon evidenced based reflections</p> <p>Evaluation must be conducted which are recorded in an appropriate format after the delivery has taken place. These should focus on thoughts, feelings, behaviours and outcomes and must inform the continuous evaluation of the personal development plan.</p>

Component title:	Assessment practice in sport
Component aim:	The component aims to provide learners with an introduction to the processes and principles of assessment in sport. It offers an opportunity for learners to be supported in developing the knowledge and skills to be able to plan, conduct and evaluate assessments of learning and achievement.
Component level:	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	be able to plan, conduct and evaluate assessment of learning and achievement in sport	1.1 plan and prepare to conduct valid assessment in a specific sports organisation	<p>Person: Consider own capabilities with regards to the conduct of valid assessment, methodologies and the steps to assessment</p> <p>People: Consider data with regards to the initial assessment of learners, the preparation of briefings, group schedules, the development and agreement of individual learner's assessment plans</p> <p>Place: Consider the environment required to support valid assessment which must be aligned to the assessment methodology and tools</p> <p>Programme: Consider the assessment briefs, criteria and levels of attainment; identifying or preparing assessment tools designed specifically to support the assessment methodology; prepare to ensure completion of all records and audit mechanisms</p> <p>Philosophy: Consider the vision and ethos for the organisation under which you are operating when preparing to assess against established standards.</p> <p>Understanding the organisation's policies and procedures relating to assessment:</p> <ul style="list-style-type: none"> • health & safety • equal opportunities • equality & diversity • access arrangements • complaints & appeals • data protection and copyright <p>Plans must be supported by justifications which are recorded in an appropriate format.</p>

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>
	1.2 conduct valid assessment in a specific sports organisation	<p>Person: Continuously reflect on personal professionalism, clothes, communication and the conduct of the steps to assessment</p> <p>People: Continuously reflect on effectiveness of assessment briefings, tracking and reviewing of learner progress against assessment plans (use of valid evidence); the feedback to learners (directive and constructive) and setting of learner action plans</p> <p>Place: Continuously reflect on the relevance and safety of the learning environment, equipment and activities in accordance with the assessment method and tools</p> <p>Programme: Continuously reflect on the implementation of the fair, safe, valid and reliable assessment methods; assessing learner performance and knowledge against the criteria and levels of attainment, applying relevant assessment tools and engaging in the required reporting and audit processes.</p> <p>Philosophy: Continuously reflect on the integration of the vision and ethos for the organisation under which you are operating; ensuring established standards are maintained and culture is aligned. Following the organisation's policies and procedures relating to assessment.</p> <p>Assessment practice must be supported by reflections, recorded immediately after the assessments have taken place. These should focus on thoughts, feelings, behaviours and outcomes.</p>
	1.3 evaluate the conduct of assessment practice in a specific sports organisation	<p>Person: Reflect on personal professionalism, clothes, communication and the conduct of the steps of assessment</p> <p>People: Reflect on assessment briefings, effectiveness of the review of learners' progress against assessment plans, and feedback from other professionals</p> <p>Place: Reflect on the relevance and safety of the environment, equipment and activities in accordance with the assessment methodologies</p> <p>Programme: Reflect on implementation of the fair, safe, valid and reliable assessment methods; assessing learner performance and knowledge against the agreed criteria and identified levels of attainment using the stipulated tools and reporting process</p> <p>Philosophy: Reflect on the vision and ethos for the organisation under which you are operating, identifying the cultural contribution of the assessment and standards. Following the organisation's policies and procedures relating to assessment:</p> <p>Evaluation must be conducted which are recorded in an appropriate format after the assessments have taken place. These should focus on thoughts, feelings, behaviours and outcomes and must inform the personal development plan.</p>

Component title:	Educational philosophy in Sport
Component aim:	The component aims to provide learners with an understanding of the educational framework in a specific sports organisation. In doing so the learners will understand the types of learning pathways, programmes and practitioner roles whilst engaging with the vision for learning for the sport organisation.
Component level:	3

Educational philosophy in Sport				
Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>		Mandatory delivery content
1	Understand the education framework in a sports organisation	1.1	Discuss the education framework and the benefits to stakeholders	Purpose of sports organisation, structure and education framework; philosophy for learning and the learner pathways
2	Understand the role of educational practitioners and programmes in Sport	2.1	summarise the role of the educational practitioners	The role, rights, responsibilities and boundaries of Tutors, Assessors, IQAs
		2.2	explore the purpose, products and philosophy across Sport programmes	Structure, content and delivery models: <ul style="list-style-type: none"> initial assessment learning styles and teaching strategies and approaches rationale for and validity of assessment methodology
		2.3	consider the impact of the participant centric approach on practitioners and programmes in Sport	<ul style="list-style-type: none"> challenges of personal learning programmes Access arrangements Use of technology how to use reflective practice across stakeholders how to use personal development programmes