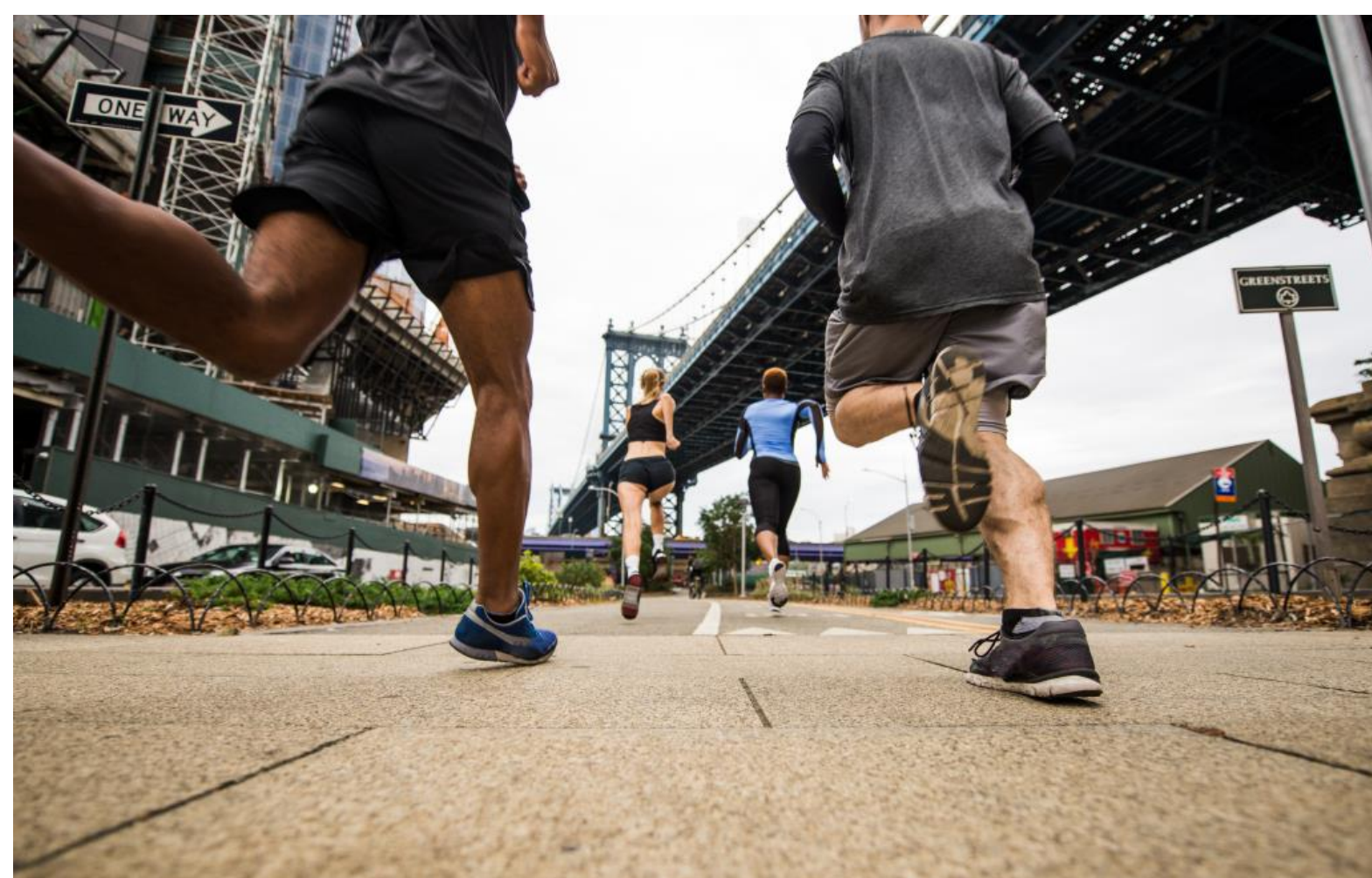


# 1st4sport Level 1 Award in Developing Community Activities for Youth at Risk

Qualification Specification



## About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

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

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

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

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

## Qualification Specification

Title:	1st4sport Level 1 Award in Developing Community Activities for Youth at Risk
Qualification Overview:	Prepares learners to plan activities that are appropriate for local communities and the needs of youth at risk.
Qualification Code:	L1ADAY
Qualification Regulation Number:	603/0061/9
Guided Learning Hours (GLH):	13
Total Qualification Time (TQT):	13
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/08/2016
Qualification Review Date:	31/03/2026
Learner Registration Period:	1 year
Qualification Objective:	This qualification qualifies learners to plan and develop activities suitable for local communities and meet the needs of youth at risk.
Qualification Purpose:	Prepare for employment in a specific occupational area.

### Who is this qualification for?

This qualification is designed for those who wish to become involved in youth and community work, either whilst completing secondary school or in support of larger roles, such as paid or voluntary positions which require engagement with youth in the wider community.

### Qualification Progression

Learners can progress onto the 1st4sport Level 2 Certificate in Coaching or the 1st4sport Level 2 NVQ Certificate in Activity Leadership.

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 or sports development.

This qualification may lead to paid employment or unpaid voluntary roles working within the area of community cohesion or youth work, such as a community centre, a school, college, university, rehabilitation centre or sports centre.

## Entry Requirements

Learners must be a minimum of 14 years old at registration and 14 years old at certification.

## Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 14 years of age
- be able to undertake this assessment in English or Welsh (if available)

## Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 2 of 2 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

## Grading Methods

This qualification will be graded Pass / Fail.

## Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

### Mandatory Units

Unit ID	Unit Title	GLH
K/508/5709	Plan a community-focussed activity	4
D/508/5707	Understanding how to plan community-focussed activities	9

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification

<b>Unit Title</b>	Plan a community-focussed activity
<b>Unit Aim</b>	The aim of this unit is to consolidate understanding and allow learners to plan a community-focussed activity appropriate to the needs of a given population. Learners will consider health and safety, as well as evaluation and monitoring methods also.
<b>Unique Unit Number</b>	K/508/5709
<b>Unit Assessment Method(s)</b>	Coursework
<b>Assessment Specification</b>	Learners are required to complete a series of assessed tasks within their learner portfolio. These are set by 1st4sport and assessed by their tutor/assessor.

### Learning Outcome: 1. be able to plan a community-focussed activity

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 identify the core elements for the community-focussed activity	<ul style="list-style-type: none"> <li>The aim and reason for the project or activity to exist.</li> <li>The following simple formula: problem + people + place.</li> <li>Objectives that will describe how</li> </ul>
1.2 identify resources required for the community-focussed activity	<ul style="list-style-type: none"> <li>Where the activity will take place, what considerations are there about using the venue e.g. location, accessibility, safety</li> <li>What equipment will be required</li> <li>How to budget - do you need to pay for staffing, venue, hire of equipment, t-shirt, promotional materials, public liability etc.</li> </ul>
1.3 identify how to meet the needs of participants during a community-focussed activity	<ul style="list-style-type: none"> <li>How to carry out safety checklist using a scenario and the information provided by the workforce</li> <li>How to help ensure safety</li> <li>How to help ensure the needs of the participants are met.</li> </ul>

### Learning Outcome: 2. Perform a safety check for a community-based activity

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 discuss key health and safety considerations for a community-focussed activity	<ul style="list-style-type: none"> <li>Appropriate venue/facilities - are they appropriate, safe and accessible?</li> <li>Appropriate equipment - is it appropriate and in good working order?</li> <li>Appropriate staff - do you have enough staff/support workers to manage the groups?</li> <li>The risk of conflict - are the groups prepared to act in an acceptable manner? Do they understand the consequences of not doing so?</li> <li>The role of the public/spectators</li> <li>Why a pre-visit should be undertaken</li> <li>Appropriate staff numbers/stewards</li> <li>Basic first aid requirements</li> <li>Incident reporting</li> <li>Accident reporting</li> <li>How to collect contact details and medical information for young people</li> </ul>
2.2 complete a safety check for a community-focussed activity	<ul style="list-style-type: none"> <li>How to conduct risk assessment using a scenario and the information provided by the workforce</li> <li>How to help ensure safety</li> <li>How to help ensure the needs of the participants are met.</li> </ul>

**Learning Outcome: 3. Understand how to review a community-focussed activity**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
3.1 Identify information that can be used to review the activity	<ul style="list-style-type: none"> <li>• Feedback tools e.g. case studies, questionnaires, video diaries, social media, verbal questions (open-ended questions for participants: e.g: How could we improve the project? What things did you enjoy the most? What other activities would interest the group</li> <li>• the collection of numeric data for example on attendance or which includes a summary of participants' age, gender, disability, ethnicity etc.</li> </ul>



<b>Unit Title</b>	Understanding how to plan community-focussed activities
<b>Unit Aim</b>	The aim of this unit is to introduce learners to the concept of how to plan safe, enjoyable and purpose-driven community-focussed activities. This will include professional boundaries, partnership working and issues surrounding equality, diversity and inclusive practices, and health and safety.
<b>Unique Unit Number</b>	D/508/5707
<b>Unit Assessment Method(s)</b>	Coursework
<b>Assessment Specification</b>	Learners are required to complete a series of assessed tasks within their learner portfolio. These are set by 1st4sport and assessed by their tutor/assessor.

### Learning Outcome: 1. understand the benefits of community-focussed activities

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 identify the benefits organised activities can have on: <ul style="list-style-type: none"> <li>the community</li> <li>the individual</li> <li>social inclusion</li> </ul>	<ul style="list-style-type: none"> <li>The community - cohesion, stability, interaction, reduced crime, local pride</li> <li>The individual - increased interpersonal skills, self-confidence and improved self esteem, better long term physical and/or mental health</li> <li>Social inclusion - cohesion, reduction in anti-social behaviour, better mental health, more people accessing services and opportunities</li> </ul>

### Learning Outcome: 2. understand how partners can contribute to community-focussed activities

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 identify potential partners who could contribute to organised community-focussed activities	<ul style="list-style-type: none"> <li>Which local partners can contribute (local corporates, schools, local sports clubs, other youth clubs or centres, police and social services for referrals, local radio/media)</li> <li>How to get in contact with local partners</li> </ul>
2.2 identify what contributions these partners could make to organised community-focussed activities	<ul style="list-style-type: none"> <li>How local supermarkets can provide refreshments at a local event, venue facilities, equipment, etc.</li> <li>How schools can provide venues and resource after school hours</li> <li>How police can provide staff such as PCSOs to help at events or with outreach work</li> </ul>



### Learning Outcome: 3. understand how to support individuals participating in community-focused activities

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Identify intervention programmes relevant to participants	<ul style="list-style-type: none"> <li>• Sports based intervention such as after school clubs</li> <li>• Issue based intervention such as drug and alcohol support</li> <li>• Mediation - youth and mentoring work helping young people communicate more effectively</li> </ul>
3.2 identify the social and environmental factors that contribute to the social exclusion of participants	<ul style="list-style-type: none"> <li>• Areas that have little investment and so lack space or facilities for any type of activity</li> <li>• Issues relating to unemployment</li> <li>• Health, drug and alcohol issues</li> <li>• High crime areas</li> </ul>
3.3 outline how to communicate to participants in a manner which is free from discrimination	<ul style="list-style-type: none"> <li>• The use of language that promotes equality and inclusion (not saying 'Hi guys' to a group of mixed-gender participants)</li> <li>• Being respectful and listening to group needs, taking an interest in the individual, remembering everyone's names etc.</li> </ul>
3.4 Identify how to address difficult and challenging behaviour in participants	Working out group dynamics, understanding what could cause conflict, such as territory or venues that are deemed not safe. Also, encourage group code of conduct and setting ground rules that they group themselves agree
3.5 outline how to encourage participants to value themselves positively and to recognise their strengths	Activities that promote: <ul style="list-style-type: none"> <li>• self-awareness</li> <li>• build confidence</li> <li>• value and respect each other's opinions</li> <li>• stretch and challenge participants so that they feel a sense of achievement</li> </ul>

**Learning Outcome: 4. understand relevant health and safety issue when planning community-focussed activities**

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 outline the key points with regards to the following when planning community-focussed activities: <ul style="list-style-type: none"> <li>• Health and Safety Policy</li> <li>• Data Protection</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding risk assessments and how to carry out one prior to any activity</li> <li>• Understanding use of things like participant's registration documents and how to store them to protect confidentiality</li> </ul>
4.2 explain the importance of setting boundaries for young people to promote safety for: <ul style="list-style-type: none"> <li>• individuals</li> <li>• groups</li> <li>• staff</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals and groups – so they know what to expect and what is acceptable behaviour, and have clear guidelines to follow in terms of when and how to contact a member of staff.</li> <li>• Staff – so they understand how to avoid situations that might put them at risk professionally and so they are aware of how to protect themselves and the young people always</li> </ul>
4.3 give examples of boundaries which could be set to promote safety for individuals and groups	<ul style="list-style-type: none"> <li>• Appropriate social media interactions</li> <li>• Ensuring staff are not left alone with a young person after a session, ensure another member of staff or young person is present, or is in a public place</li> </ul>

## Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

## Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

### Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The recognised centre is required to recruit and deploy a minimum of one Tutor who must:

- attend a qualification specific induction with the ACN

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.

Website: Active Communities Network

Telephone: 020 7717 1691

### Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The recognised centre is required to recruit and deploy a minimum of one Assessor who must:

- attend a qualification specific induction with the ACN

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.

Website: Active Communities Network

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

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The recognised centre is required to recruit and deploy an internal quality assurer who must:

- attend a qualification specific induction.

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. Telephone: 020 7717 1691

## Additional Qualification Requirements

The minimum venue, facility and requirements stated in the centre handbook apply.

In addition further qualification specific requirements are: 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:

- a designated room with space to accommodate a minimum of 20 learners plus all the required workforce, with appropriate seating and writing surfaces

NB: All facilities must be accessible to all learners (including those with disabilities).

The recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment produced by Active Communities Network. Beyond adequate learning space and appropriate writing materials (pens), there are no further equipment or clothing requirements.

Evidence: equipment

This qualification is regulated by Ofqual (603/0061/9), CCEA and QiW (C00/1302/1 - Regulated).

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