

1st4sport Level 3 Award for Tutors and Assessors in Sport

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 3 Award for Tutors and Assessors in Sport
Qualification Overview:	Provides the skills and experience necessary to prepare your learners to become a tutor and assessor in sport..
Qualification Code:	L3ATASR
Qualification Regulation Number:	603/1069/8
Guided Learning Hours (GLH):	14
Total Qualification Time (TQT):	58
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/02/2017
Qualification Review Date:	28/02/2026
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to be a tutor and assessor in sport.
Qualification Purpose:	Prepare for employment in a specific occupational area.

Who is this qualification for?

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.

Qualification Progression

The qualification sits within a suite of progressive education and training qualifications, and supports direct progression onto the 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

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.

Entry Requirements

Learners must be a minimum of 18 years old at registration and 18 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 18 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:

- Portfolio of Evidence (in 2 of 3 mandatory units),
- Practical Demonstration/Assignment (in 1 of 3 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
A/615/4879	Inclusive teaching and learning in sport	7
M/615/4880	Assessment practice in sport	7
T/615/4881	Educational philosophy in sport	2

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Inclusive teaching and learning in sport
Unit Aim	This unit 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.
Unique Unit Number	A/615/4879
Unit Assessment Method(s)	Practical Demonstration/Assignment
Assessment Specification	The learner must include plans for a minimum of two 30 minute tutoring activities on relevant sport qualifications/programmes of study, conduct two 30 minute tutoring activities on relevant sport qualifications/programmes of study; observed by an experienced tutor/trainer and complete a reflective log of journey as a trainee tutor; identifying strengths and areas for improvement.

Learning Outcome: 1. Be able to apply inclusive teaching and learning approaches in sport

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 plan inclusive learning sessions in sport	<ul style="list-style-type: none"> • Own capabilities with regards to the teaching approaches (person) • individual learner needs, prior experience and knowledge, motivations and potential contribution (people) • the environment ensuring relevance to the teaching and learning approach (place) • session structure, content and timings aligned to teaching approach, supporting tools and the required documentation for record keeping (programme) • the integration of the vision and ethos for education in Sport (philosophy)
1.2 deliver inclusive learning sessions in sport	<ul style="list-style-type: none"> • Own behaviour; clothes, communication style, the delivery of session using planned teaching approach and adaptations made to support learning (person) • behaviour of all learners; how communication, engagement, behaviour and motivations were managed and how adaptations were made to support learning (people) • relevance and safety of the learning environment and equipment; reflection on the alignment to the teaching approach, learners needs and activities. Reflections on any adaptations to support learning (place) • delivery of the planned content, established timings and adaptations to timings and tasks to support learning, engagement and motivation (programme) • the contribution of the session to the vision and ethos of education in Sport (philosophy)
1.3 evaluate the delivery of inclusive learning in sport	<p>Personal conduct and capabilities in the delivery of inclusive learning; focus on feelings, thoughts and behaviours and comparing these outcomes to original plan (person)</p> <ul style="list-style-type: none"> • feedback from learners and other relevant third parties on the delivery of inclusive learning; this should be compared against (triangulated) personal reflections (people) • the impact of the environment on inclusive learning; compare this against the original plan (place) • the contribution of sessions to the overall programme; discuss inclusive learning within the session and compare this against the original plan (programme) • the contribution of the session to the vision and ethos of education in Sport (philosophy)

Unit Title	Assessment practice in sport
Unit Aim	This unit 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.
Unique Unit Number	M/615/4880
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	Learners must plan and conduct assessments for four learners (covering both portfolios and practical demonstrations with questioning), for a relevant sports qualification/programme of study and conduct assessment of a further four learner demonstrations, using observation and questioning as assessment methods on a relevant sports qualification/programme of study. These must be observed and countersigned confirming valid assessment practice by a relevant and experienced assessor.

Learning Outcome: 1. Be able to plan, conduct and evaluate assessment of learning and achievement in sport

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 plan and prepare to conduct valid assessment in a specific sports organisation	<ul style="list-style-type: none"> • Own capabilities with regards to the conduct of valid assessment, methodologies and the steps (person) • the preparation of briefings, group schedules, the development and agreement of individual learner's assessment plans (people) • the environment required to support valid assessment, aligned to the assessment methodology and tools • the assessment briefs, criteria, levels of attainment, assessment tools designed specifically to support the assessment methodology; prepare to ensure completion of all records and audit mechanisms (programme) • the vision and ethos of education in Sport when preparing to assess against established standards (philosophy) • understanding the organisation's policies and procedures relating to assessment: <ul style="list-style-type: none"> - health & safety - equal opportunities - equality & diversity - access arrangements - complaints & appeals - data protection and copyright

<p>1.2 conduct valid assessment in a specific sports organisation</p>	<ul style="list-style-type: none"> - Personal professionalism, clothes, communication and the conduct of the steps to assessment (person) - 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 (people) - relevance and safety of the learning environment, equipment and activities in accordance with the assessment method and tools - 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. - 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>1.3 evaluate the conduct of assessment practice in a specific sports organisation</p>	<ul style="list-style-type: none"> • Personal professionalism, clothes, communication and the conduct of the seven steps of assessment • assessment briefings, effectiveness of the review of learners' progress, feedback from other professionals against reflections-in- action (triangulation) • the relevance and safety of the environment, equipment and activities in accordance with the assessment methodologies • 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 • the vision and ethos of education in Sport ensuring established standards are maintained (philosophy)

Unit Title	Educational philosophy in sport
Unit Aim	The component aims to provide learners with an understanding of the educational framework in Badminton. In doing so the learners will understand the learning pathways, programmes and practitioner roles whilst engaging with the Badminton vision for learning in this sport.
Unique Unit Number	T/615/4881
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. Understand the education framework for Sport	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 discuss the education framework and the benefits to stakeholders in Sport	Purpose of sports organisation, structure and education framework; philosophy for learning and the learner pathways

Learning Outcome: 2. Understand the role of educational practitioners and programmes in Sport

Assessment Criteria	Indicative Delivery Content
The learner can:	
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 activities • teaching and learning strategies and approaches • rationale for and validity of assessment methodology
2.3 consider the impact of the player centered 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

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 approved tutor. The tutors are responsible for the delivery and assessment of the qualification. Tutors are required to:

- holds both a recognised Introduction to Teaching qualification or Teaching qualification and a recognised Introduction to Assessing qualification or Assessing qualification (or has substantial and successful teaching experience in education and training)
- has relevant teaching and assessing experience in an education or training context.

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 approved assessors. The assessors are responsible for the delivery and assessment of the qualification. Assessors are required to:

- holds both a recognised Introduction to Teaching qualification or Teaching qualification and a recognised Introduction to Assessing qualification or Assessing qualification (or has substantial and successful teaching experience in education and training)
- has relevant teaching and assessing experience in an education or training context.

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 approved internal quality assurers who are responsible for the internal quality assurance activities. Internal quality assurers are required to:

- 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

Additional Qualification Requirements

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

The recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment which must include:

- sport-specific equipment, as required by the sport/programme
- computer and power point projector
- flip chart and pens

This qualification is regulated by Ofqual (603/1069/8), CCEA and QiW (C00/1303/6 - Regulated).

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