

# 1st4sport Qualifications

the awarding body for active learning and leisure



Developed in Partnership  
with FA Learning

## 1st4sport Level 2 Award in Leadership through Football

### Qualification Specification



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*Developing and awarding qualifications for the active learning and leisure industry*

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

Developed in partnership with FA Learning

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Wembley Stadium  
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Qualification Accreditation Number: 500/8161/5

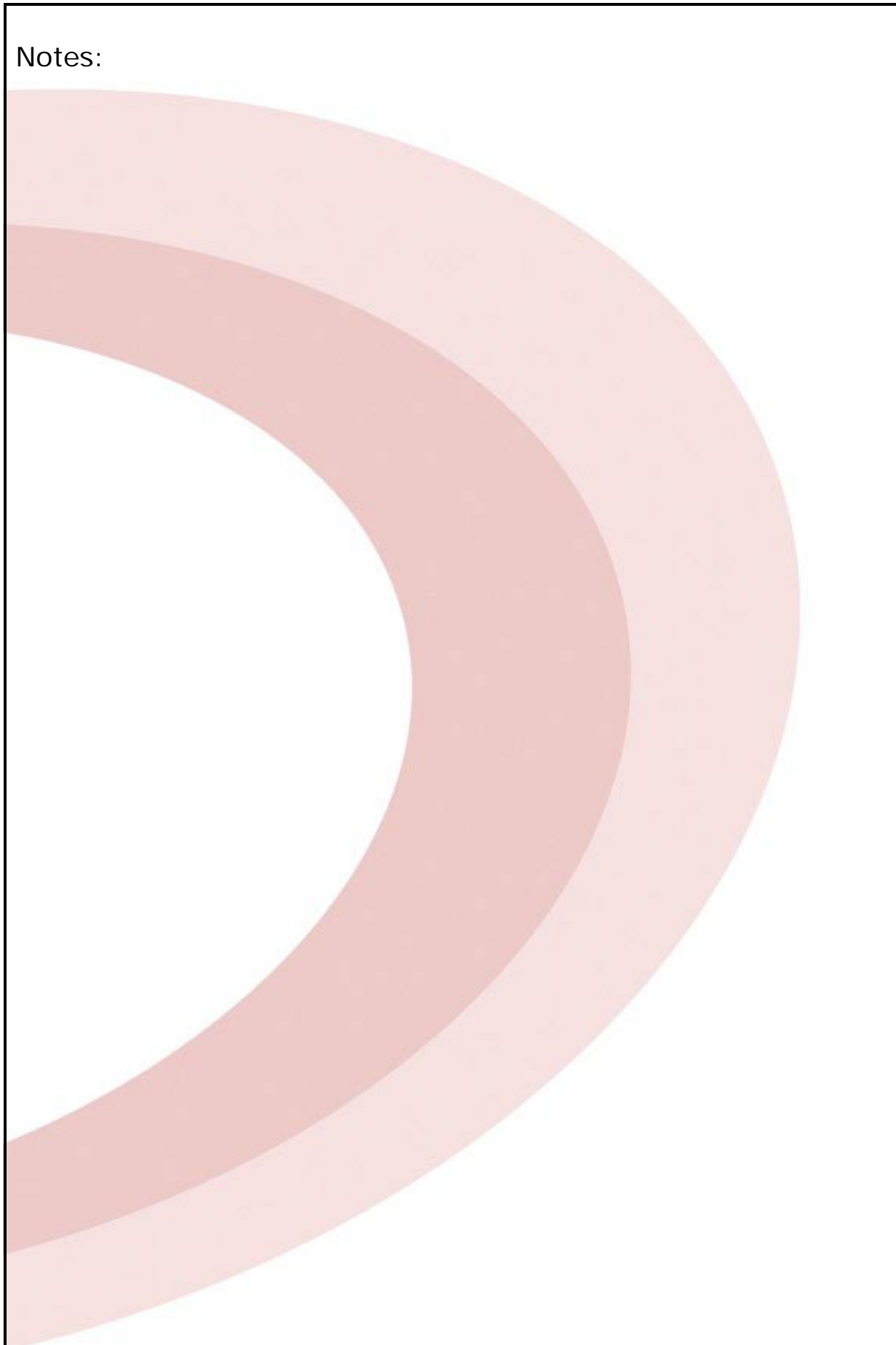
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## Introduction to 1st4sport Qualifications

Welcome to the Qualification Specification for the 1st4sport Level 2 Award in Leadership through Football (L2ALTF). The qualification is awarded by **1st4sport Qualifications** and has been developed in partnership with FA Learning to support young people with an interest in supporting and working in grass-roots football. The qualification is accredited on to the Qualifications and Credit Framework (QCF)

1st4sport Qualifications is an awarding organisation, recognised and regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) and created with the aim of offering qualifications in areas of the sport, recreation and allied occupations sector.

We work in partnership with a variety of organisations to develop qualifications, including governing bodies of sport. The breadth of our catalogue of qualifications includes the following sectors and areas:

- coaching
- officiating
- sports therapy
- sports development
- education and training
- sports science
- facility operations
- spectator safety
- outdoor education and training
- volunteer management.

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

### 1st4sport Qualifications Mission Statement

To provide the sport and recreation industry with a quality assured and cost-effective qualification awarding service.

It is our aim to keep the costs of awarding qualifications as low as possible. We appreciate that many of our customers involved in the sector will be offering their skills on a voluntary basis. However, we must balance economy with our stated aim to offer a quality assured service, where possible and appropriate, matching the criteria of, and gaining accreditation on to, the government's Qualifications and Credit Framework (QCF).

In an effort to reduce the costs of 1st4sport Qualifications we aim to utilise electronic means of communication wherever possible. 1st4sport Qualification's website ([www.1st4sportqualifications.com](http://www.1st4sportqualifications.com)) or e-mail ([enquiries@1st4sportqualifications.com](mailto:enquiries@1st4sportqualifications.com)) should be the first port of call for organisations or individuals looking for information. For those without access to the Internet, other formats are available:

Post: 1st4sport Qualifications  
Coachwise Ltd, Chelsea Close, Off Amberley Road, Armley, Leeds, LS12 4HP  
Tel: 0113-290 7610 Fax: 0113-231 9606

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The full list of qualifications available from 1st4sport Qualifications is available on request. The status of qualifications offered by 1st4sport Qualifications on Schedule 96 and/or Schedule 97 of the Learning and Skills Act 2000 and the Qualifications and Credit Framework (QCF) may vary. All efforts will be made to communicate changes in the status of qualifications via the appropriate media.

The websites of the National Database of Accredited Qualifications, The Department for Business Innovation and Skills (BIS), Department for Education, Ofqual and the Qualifications and Curriculum Development Agency (QCDA) may also provide information:

[www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk)  
[www.bis.gov.uk](http://www.bis.gov.uk)  
[www.education.gov.uk](http://www.education.gov.uk)  
[www.ofqual.org.uk](http://www.ofqual.org.uk)  
[www.qcda.gov.uk/](http://www.qcda.gov.uk/)

Information on issues pertinent to the sport and recreation sector and, in particular, the National Occupational Standards are available from SkillsActive:

SkillsActive  
The Sector Skills Council for Active Leisure, Learning and Well-being  
6th Floor  
Castlewood House  
77–91 New Oxford Street  
London WC1A 1PP

Tel: 020-7632 2000  
Website: [www.skillsactive.com](http://www.skillsactive.com)  
Email: [skills@skillsactive.com](mailto:skills@skillsactive.com)

## Contacting The Football Association and FA Learning

Post to: The Football Association, Wembley Stadium, PO Box 1966,  
London SW1P 9EQ  
Tel: 0844-980 8200  
Website: [www.TheFA.com/FALearning](http://www.TheFA.com/FALearning)

## This Qualification Specification

This document aims to provide an outline of the qualification for those looking to become recognised centres and for the staff of those centres. The L2ALTF can only be achieved by learners registered with 1st4sport via a 1st4sport recognised centre that has been approved to offer this specific qualification.

The guidance should be read in conjunction with the L2ALTF Learner Pack (Product ref: L2ALTF 3.4) and the appropriate programme-specific learning resources provided as part of the package. Additional general guidance from 1st4sport Qualifications can be found in the 1st4sport *Recognised Centre Handbook*. We would recommend that you read these documents fully and become familiar with the requirements of the qualification prior to the registration of learners. Additional guidance is available from the 1st4sport Qualifications email helpline: [enquiries@1st4sportqualifications.com](mailto:enquiries@1st4sportqualifications.com)

This qualification sits on the Qualifications and Credit Framework (QCF) and is on the Additional and Specialist Learning Catalogue for the Diploma in Sport and Active Leisure.

Further information on the QCF and Diploma in SAL can be found via the following websites: [www.qcda.gov.uk/8150.aspx](http://www.qcda.gov.uk/8150.aspx) <http://saldiploma.skillsactive.com>  
Product ref: L2ALTF 3.6

## Introduction to the Qualification

The qualification has been developed with support and technical direction of FA Learning and is exclusively awarded and administered by 1st4sport Qualifications. The qualification is considered to be appropriate for learners aged 14 – 19 years of age. For learners over 19 years of age there are considered to be other qualifications that are more appropriate to their needs.

The qualification has been designed to bring together a number of training programmes offered through football in England, to create a vibrant and attractive package aimed at 14–19 learners. The qualification aims to provide learners with an introduction to a number of voluntary roles within grass-roots football development, including leading football activity sessions, refereeing small-sided games, managing a local small-sided game team and contributing to the organisation and delivery of a local football festival/event for young people.

### Qualification Title

Title	Accreditation No.	Level	Credit
1st4sport Level 2 Award in Leadership through Football (QCF) (L2ALTF)	500/8161/5	2	9

### Unit Information

Title	Accreditation No.	Level	GLHs	Credit
Lead Football Activity Sessions	T/600/8786	2	20	3
Referee Football Activity Sessions and Small-sided Games	J/600/8789	2	12	2
Work with Small-sided Teams in Football	A/600/8790	2	12	2
Contribute to the organisation and delivery of a football event for young people	F/600/8791	2	12	2

### Accreditation Dates and Learner Registration Period

Qualification Accreditation Start Date:	01/01/2010
Qualification Accreditation End Date:	31/08/2011
Qualification Certification End Date:	31/08/2013

The learner registration period for this qualification is two years. Learners are required to successfully complete their programme of learning and assessment, and a certificate applied for within that period. Learners who are disadvantaged or were unable to attend their assessment due to emotional/physical difficulties or adverse circumstances may apply to extend their registration period via the 1st4sport special consideration process.

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### **Recommended Learning Hours**

To achieve the qualification it is a requirement that all four mandatory units are completed, giving learners nine credits. Each credit is equivalent to 10 hours of learning time.

The recommended guided learning hours required to effectively deliver the qualification are considered to be in a range from 56 – 90 hours, depending upon learners' needs. In circumstances where learners have additional learning requirements, the recognised centre may need to offer additional time to the learner to support them in the achievement of the qualification.

### **Prerequisites**

Learners are required to be aged 14 years or over, prior to registration.

### **Learner Progression**

The qualification will provide learners with guidance on further opportunities to contribute to grass-roots football including:

- football activity leadership
- local league administrator
- junior team management
- football festival event coordinator/leader
- football referee.

Qualification progressions routes might include:

- 1st4sport Level 2 Award in Coaching Principles
- FA Youth Award
- 1st4sport Level 2 Certificate in Coaching Football
- 1st4sport Level 2 Certificate for Sports Officials (Football)
- 1st4sport Level 2 Certificate in Event and Match Day Stewards
- 1st4sport Level 2 Certificate in Coordinating Sports Volunteers.

## Qualification Delivery Format

The qualification is divided into four units that place appropriate emphasis on the major components of the learners' ability to:

- lead football activity sessions for young people with specified boundaries and with the support of other leaders and coaches
- provide for the refereeing of football activity sessions for young people and small-sided games, including an understanding and application of the laws as they apply to small-sided games
- work with and provide administrative support for small-sided football teams
- make a contribution to the organisation and delivery of a football event for young people.

Underpinning the above, learners are expected to demonstrate a range of generic skills as independent enquirers, team workers, self managers, creative thinkers and effective participators.

The qualification is designed to be delivered via a mixture of tutor-delivered sessions, directed activities, and evidence gathering for assignments. Achievement of the qualification is normally via the combination of:

- attendance at an induction that will provide learners with an introduction to the qualification and guidance on its requirements, including evidence gathering and assessment
- a programme of learning that will deliver the knowledge required through a number of modules covering all four units of the qualification.
- assessed components including the completion of assignments/tasks covering each unit of the qualification.

### Fees

The learner registration and certification fee for the 1st4sport L2ALTF is available from 1st4sport Qualifications on request. The learner registration and certification fee is per learner and provides registration and certification for the qualification, a Learner Pack, appropriate assessment materials and a certificate.

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### Qualification Aim and Learning Outcomes

#### Aim

The qualification aims to enable young people to develop leadership skills through the medium of the development of grass-roots football. Focus will be put on learners developing a range of skills as independent enquirers, team workers, self managers, creative thinkers and effective participators. The opportunities for such skills to be used more broadly in sport and within learners' chosen career will be promoted and opportunities for generic application highlighted.

Learners will be provided with an introduction to a number of voluntary leadership roles through an engagement with grass-roots football development, including leading football activity sessions, refereeing small-sided games, managing a local small-sided game team and contributing to the organisation and delivery of a local football festival/event for young people. The qualification will provide learners with guidance on further opportunities as a sport leader, including how to contribute to grass-roots sport as an administrator, coach, referee, team manager and sport development volunteer. While this qualification is delivered through the medium of grass-roots football, the skills may be used by learners in working with other sports, under appropriate guidance.

#### Qualification Structure

The 1st4sport L2ALTF is made up of four units as per Figure 1, below. Learners must successfully complete all four units to achieve the qualification.



## Learning Outcomes

During completion of the 1st4sport L2ALTF, learners will:

in Unit 1:

- prepare to lead football activity sessions for young people
- lead football activity sessions for young people
- review and reflect on their leadership of football activity sessions for young people

in Unit 2:

- prepare to referee football activity sessions and small-sided games for young people
- referee football activity sessions and small-sided games for young people
- review and reflect on their refereeing during football activity sessions and small-sided games for young people

in Unit 3:

- understand how to prepare self and players to play in a game
- understand how to support players in a game
- understand how to review own contributions to a team

in Unit 4:

- contribute to the organisation of a football event for young people
- contribute to the delivery of a football event for young people
- review and reflect on their contribution to the organisation and organisation of a football event for young people.

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### Criteria for Tutor, Assessors, Verifiers, Facilities and Resources

This guidance supports and augments the generic 1st4sport Qualifications criteria for tutor, assessors and verifiers, found in the *1st4sport Recognised Centre Handbook*.

#### Criteria for Tutors, Assessors and Internal Verifiers

It is acknowledged that for the 1st4sport L2ALTF, the same person or two different people may fulfil the roles of tutor and assessor, providing that they meet the criteria below. Whichever option is chosen, the centre's External Verifier will wish to ensure that all persons providing specific training and/or assessment for the qualification meet the qualification specific criteria below. Recognised centres must ensure that sufficient tutors are available to support learners at the different stages of the programme of learning and assessment, this should not exceed 1 tutor:24 learners at any time.

Internal verification of the qualification should be carried out by a suitably qualified individual (as per the criteria detailed below), who is employed by the centre and has had no involvement in either the tutoring or assessment of the qualification.

Title	Criteria
Tutor/Assessor:	<p>Those leading the delivery and assessment of the qualification must be licensed <i>FA Leadership through Football</i> Tutors. Licensed status will be available for individuals who meet the following criteria:</p> <p>Catagory One:</p> <ul style="list-style-type: none"><li>▪ the lead teacher must hold Qualified Teacher Status (QTS) and be a practising Physical Education specialist</li><li>▪ have attended an FA Regional induction day for the 1st4sport Level 2 Award in Leadership through Football.</li></ul> <p>Other people contributing to the delivery programme are expected to hold QTS and have been inducted into the requirements of the programme by the lead teacher.</p> <p>Catagory Two (for those who do not hold QTS and practicing PE specialists)</p> <ul style="list-style-type: none"><li>▪ be a licensed <i>FA Leadership through Football</i> Tutor who has completed the following:<ul style="list-style-type: none"><li>- FA Generic Tutor Training (GTT)</li><li>- the 1st4sport Certificate in Tutoring in Sports (CTS) or equivalent</li><li>- been FA-approved (and signed-off) to deliver the following FA programmes: Key Stage 2 Curriculum module, Working with Teams module, Intro to Coaching Disabled Footballers module, Introduction to Futsal module, Handling and Movement module, Mentoring Young Leaders module and Junior Football Organiser Teacher or the FA Youth Award Module 1</li><li>- attended an three day FA Regional induction course for the 1st4sport Level 2 Award in Leadership through Football</li><li>- approved to deliver through observation.</li></ul></li></ul> <p>Catagory Three</p> <p>For those not currently engaged in FA education programmes become a licensed <i>FA Leadership through Football</i> Tutor through:</p> <ul style="list-style-type: none"><li>o completion of the FA GTT programme and 1st4sport CTS or equivalent</li><li>o attended an initial five-day FA National Training Event</li><li>o be assessed through observation of the delivery of an <i>FA Leadership through Football</i> delivery programme at a recognised centre.</li></ul>

Internal verifier:	<p>To internally monitor a consortia/centre's delivery the internal verifier must:</p> <ul style="list-style-type: none"> <li>▪ have attended an FA Regional familiarisation day for the 1st4sport Level 2 Award in Leadership through Football</li> </ul> <p>and either:</p> <ul style="list-style-type: none"> <li>▪ hold Qualified Teacher Status (QTS) and be a practising Physical Education specialist or</li> <li>▪ be a licensed FA <i>Leadership through Football</i> Tutor.</li> </ul>
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### Criteria for External Verifiers

This guidance supports and augments the generic 1st4sport Qualifications criteria for External Verifiers, found in the Supply of Services (Product ref. 6.3a). External verifiers of the L2ALTF will be employed by 1st4sport Qualifications.

Title	Criteria
External verifier:	<p>In addition to 1st4sport generic criteria for external verifiers applicants must either:</p> <ul style="list-style-type: none"> <li>▪ hold Qualified Teacher Status (QTS) with a Physical Education specialist background or</li> <li>▪ be a licensed FA <i>Leadership through Football</i> Tutor.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>▪ have attended an FA Regional familiarisation day for the 1st4sport Level 2 Award in Leadership through Football.</li> </ul>

### Recognised Centre Facilities and Resources

Any training or assessment site must meet the requirements of accepted safe practice in the sport, detailed in the relevant publications. Training and/or assessment sites must include areas that have the following features and lists of equipment that follows.

Training and/or assessment sites must include a playing area that is:

- recommended minimum size 60 yards x 40 yards
- an safe and appropriate playing surface
- goals – appropriate sized (BSI approved) – goals to meet the participants' requirements and size of playing area
- conditions – assessment should only take place in environmental conditions in which the level of light and temperature are appropriate to the participants' and candidates' needs
- footballs – association footballs appropriate to the needs of the participants
- the area surrounding the playing area should be safe and free of obstructions.

### Safety considerations

Approved Centres' and candidates' attention is drawn to the FA Leaflet *Goalpost Safety – Play Your Part* available from The Football Association.

Approved Centres are encouraged to ensure that all candidates and persons being coached wear appropriate sports apparel including correct footwear for the playing surface and shin guards covered by socks.

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### Summary Assessment Specification

The assessment requirements for each unit of the 1st4sport L2ALTF are outlined in the Unit Specifications contained within this document and will be expanded on within the 1st4sport tools provided for learners and assessors. That which follows is a summary/overview of the assessment requirements.

Unit	Summary assessment specification
L2ALTF 01 – Lead Football Activity Sessions	<p>This unit must be assessed through candidates being observed preparing for, leading and reviewing appropriate football activities for young people which should include one of the following:</p> <ul style="list-style-type: none"><li>• activities for developing Movement and Handling</li><li>• activities for developing FUTSAL</li><li>• adapted activities for disabled players</li><li>• football activities young players.</li></ul> <p>Underpinning the above, learners are expected to demonstrate a range of generic skills as independent enquirers, team workers, self managers, creative thinkers and effective participators.</p> <p>Each activity session and corresponding review should last 30 minutes and may be led by up to two leaders working together, with a minimum of 12 and maximum of 24 players</p> <p>Leaders are expected to be assessed on their ability to identify, set-out and put away equipment appropriate to the planned activities.</p>
L2ALTF 02 – Referee Football Activity Sessions and Small-sided Games	<p>The unit must be assessed through candidates being observed refereeing one small-sided game or football activity for young people.</p>
L2ALTF 03 – Working with Small-sided Teams in Football	<p>The unit must be assessed through candidates completing a number of tasks which confirm candidates' understanding of how to work with small-sided teams in football.</p> <p>Underpinning the above, learners are expected to demonstrate a range of generic skills as independent enquirers, team workers, self managers, creative thinkers and effective participators.</p>

Unit	Summary assessment specification
L2ALTF 04 – Contribute to the organisation and delivery of a football event for young people	<p>The unit must be assessed through the observation of candidates contributing to the organisation, delivery and review of a football event/festival for young people which might include:</p> <ul style="list-style-type: none"> <li>• FUTSAL and Mini-soccer activities</li> <li>• adapted activities for disabled players.</li> </ul> <p>The event should last at least a half day and may be part of a larger sports development event.</p> <p>Candidates must complete two different roles within the event workforce, one of which is likely to be an activity leader. Candidates are expected to be able to identify, set-out and put away equipment appropriate to their role and allocated activities.</p> <p>Underpinning the above, learners are expected to demonstrate a range of generic skills as independent enquirers, team workers, self managers, creative thinkers and effective participators.</p>

### Reassessment Procedures

Learners who are unsuccessful in any aspect of the assessment of the qualification may be offered up to two opportunities for reassessment. These opportunities for reassessment are only available up to a maximum period of their two-year registration with 1st4sport Qualifications.

Learners who may struggle to demonstrate competence using the prescribed methods, should be referred to the 'Guidance on Reasonable Adjustments to Assessment' section of this pack and raise their concerns with their tutor or assessor.

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## The Sector Skills Council for Active Leisure, Learning and Well-being



The Sector Skills Council for Active Leisure, Learning and Well-being, SkillsActive, is responsible for the development of a National Qualifications Strategy and National Occupational Standards for all aspects of the industry. These resulting standards are used to guide the development of qualifications and training programmes, and help employers to write job descriptions.

The National Occupational Standards for the Active Leisure and Learning Industry include standards for a variety of sectors, across three levels, many of which are used for the development of N/SVQs. The industry sectors are acknowledged to be:

- sport and recreation
- the outdoors
- caravans
- playwork
- health and fitness.

National and Scottish Vocational Qualifications (N/SVQs) are qualifications that assess a person's ability to perform competently and effectively at work. N/SVQs are an assessment of the National Occupational Standards developed by the Sector Organisation for the Active Leisure, Learning and Well-being Industry.

Further information on the work of SkillsActive, the Sector Map or the full range of National Occupational Standards for Sport and Recreation can be obtained by contacting:

SkillsActive  
6th Floor – Castlewood House  
77–91 New Oxford Street  
London WC1A 1PP

Tel: 0207-632 2000  
Website: [www.skillsactive.com](http://www.skillsactive.com)  
Email: [skills@skillsactive.com](mailto:skills@skillsactive.com)

## Links to National Occupational Standards

Achievement of an NVQ or individual units of the National Occupational Standards can only be achieved via an organisation or college approved to offer the NVQ and/or appropriate units. Achievement will require the learner to demonstrate their competence in fulfilling all the requirements of the standards in the workplace, over a period of time.

Links between individual units of the L2ALTF and units of the National Occupational Standards within the Active Leisure and Learning sector can be found within the Unit Specifications contained within this document. Details of the content of the units of the National Occupational Standards can be sourced from the SkillsActive website.

## Unit Specifications

### Unit 1 – Lead Football Activity Sessions

This unit covers the competence that a leader of football activities for young people needs to safely and effectively, prepare for, lead and review the effectiveness of the chosen activities. It will require them to lead activities involving the techniques and skills of football.

<b>Learning outcomes</b> <i>The learner will:</i>		<b>Assessment criteria</b> <i>The learner can:</i>
1	prepare to lead football activity sessions for young people	<ol style="list-style-type: none"> <li>1 gather information to enable adequate preparation for the delivery of football activity sessions</li> <li>2 contribute to the production of written activity session plans which describes the expected participants, objectives, technical content, sequencing, timings, facilities and equipment of the sessions</li> <li>3 identify health and safety issues which might impact on the delivery of activities at the chosen venue</li> <li>4 outline, promote and comply with the FA RESPECT Programme</li> <li>5 state how the activity plans might be adapted to accommodate players with particular needs or disabilities</li> <li>6 share and gain approval for the activities with a colleague responsible for the programme</li> </ol>
2	lead football activity sessions for young people	<ol style="list-style-type: none"> <li>1 welcome and brief players on the goals, format and timings of the planned football activity sessions</li> <li>2 ensure that they, and the players, are ready and appropriately dressed to participate in the activities</li> <li>3 introduce players to football activities, explaining and demonstrating, where required, using leadership methods appropriate to their needs</li> <li>4 encourage players to ask questions and confirm their understanding of what is required of them in the activities</li> <li>5 support and motivate players in a positive manner throughout the activities</li> <li>6 identify and deal with player injuries or illness via referral to an appropriate colleague</li> <li>7 give the players feedback on their involvement and performance during and at the end of the activities</li> <li>8 conclude the activities within the set time-scales</li> <li>9 maintain players' behaviour within the expectations of the FA RESPECT Programme</li> </ol>

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Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>
3	review and reflect on their leadership of football activity sessions for young people	<ol style="list-style-type: none"> <li>1 at an appropriate time and place, review the activities with the players, helping them to identify and celebrate their achievements</li> <li>2 help players identify how their achievements in football sessions can be applied elsewhere</li> <li>3 review own performance in the leadership of the activities and identify good practice and areas that might be improved in future sessions</li> <li>4 share the players' feedback on the activities and own leadership review with a colleague responsible for the programme</li> <li>5 agree with a colleague responsible for the programme a personal action plan for future leadership of activities.</li> </ol>

Additional information about the unit	
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	<p>Units from the Level 2 Activity Leadership NOS including:</p> <p>D21 Prepare for a Session            D22 Lead a Session            D23 Conclude and review a session            D24 Enable people with disabilities to take part in activities            A52 Contribute to the work of your team            C22 Promote safety in the sport and activity environment.</p>
Assessment requirements	<p>The unit must be assessed through candidates being observed preparing for, leading and reviewing appropriate football activities for young people which should include one of the following:</p> <ul style="list-style-type: none"> <li>• activities for developing Movement and Handling</li> <li>• activities for developing FUTSAL</li> <li>• adapted activities for disabled players</li> <li>• football activities for young players.</li> </ul> <p>Underpinning the above, learners are expected to demonstrate a range of generic skills as independent enquirers, team workers, self managers, creative thinkers and effective participators.</p> <p>Each activity session and corresponding review should last 30 minutes and may be led by a group of up to two leaders working together, with a minimum of 12 and maximum of 24 players.</p> <p>Leaders are expected to be assessed on their ability to identify, set-out and put away equipment appropriate to the planned activities.</p>

Additional information about the unit	
Explanation and Examples of Terms	<p>FA RESPECT Programme is available to assist in improving behaviour in all aspects of the game and include codes for:</p> <ul style="list-style-type: none"><li>• young players</li><li>• adult players</li><li>• spectators and parents/carers</li><li>• coaches (and Leaders), team managers and club officials</li><li>• match officials</li></ul> <p>Mini-Soccer and FUTSAL are modified games which have specific rules. Further information on either is available from TheFA.com</p> <p>Long-term Player Development Is within football in England described via the 4-corner Model with constituent parts being:</p> <ul style="list-style-type: none"><li>▪ Psychological</li><li>▪ Social</li><li>▪ Technical</li><li>▪ Physical.</li></ul>

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### Unit 2 – Referee Football Activity Sessions and Small-sided Games

This unit covers the competence of refereeing football activities for young people in a number of roles. It covers the responsibilities of the referee to ensure safe and fair play in activities and small-sided games. It will require them to referee activities and small-sided games.

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>
1	prepare to referee football activity sessions and small-sided games for young people	<ol style="list-style-type: none"> <li>1 outline the primary rules and facility requirements of small-sided games</li> <li>2 identify the key Laws of the Association Football that apply to small-sided games</li> <li>3 liaise with colleagues to identify responsibilities in the refereeing of activity sessions and small-sided games for young people</li> <li>4 identify their own preparation to referee including equipment and clothing</li> </ol>
2	referee football activity sessions and small-sided games for young people	<ol style="list-style-type: none"> <li>1 brief the players and other officials on the rules of the activity or small-sided game</li> <li>2 act effectively in activity sessions and small-sided games as a: <ul style="list-style-type: none"> <li>▪ referee</li> <li>▪ assistant referee</li> </ul> </li> <li>3 outline adaptations to the game and laws that might be made for players with a disability</li> <li>4 anticipate play and be positioned to maintain a clear view of play in a game situation</li> <li>5 maintain own, players' and others' behaviour within the expectations of the FA RESPECT Programme</li> <li>6 communicate effectively and appropriately with players and others</li> <li>7 apply the Laws of Association Football as appropriate to the activity or small-sided game, making appropriate decisions concerning the application of the laws</li> </ol>
3	review and reflect on their refereeing during football activity sessions and small-sided games for young people	<ol style="list-style-type: none"> <li>1 at an appropriate time and place, contribute to the review the activities with the players</li> <li>2 review own performance in the officiating of the activities and identify good practice and areas that might be improved in future sessions</li> <li>3 share the players' feedback on the activities and own refereeing review with a colleague responsible for the programme</li> <li>4 agree with a colleague responsible for the programme a personal action plan for future refereeing of activities.</li> </ol>

Additional information about the unit	
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	<p>Unit from the Sports Officials NOS including:</p> <p>OF1 - Develop and maintain own ability to apply rules/laws within the spirit of the sport/activity</p> <p>OF2 - Contribute to the health, safety and protection of participants and others</p> <p>OF3 - Establish and maintain effective working relationships</p> <p>OF4 - Apply the rules during sport activity</p> <p>Unit from the Level 2 Activity Leadership NOS including:</p> <p>D22 Lead a Session</p> <p>D23 Conclude and review a session</p> <p>D24 Enable people with disabilities to take part in activities</p> <p>A52 Contribute to the work of your team</p>
Assessment requirements	<p>The unit must be assessed through candidates being observed refereeing one small-sided game or football activity for young people.</p>
Explanation and Examples of Terms	<p>FA RESPECT Programme is available to assist in improving behaviour in all aspects of the game and include codes for:</p> <ul style="list-style-type: none"> <li>• young players</li> <li>• adult players</li> <li>• spectators and parents/carers</li> <li>• coaches (and Leaders), team managers and club officials</li> <li>• match officials</li> </ul> <p>Small-sided Football Games Are modified games which have specific rules such as Mini-soccer and FUTSAL. Further information on either is available from TheFA.com</p> <p>The Laws of Association Football and small-sided games The Laws of Association Football are issued annually by The FA and current law references should be used where possible. Specific adapted laws are applicable to small-sided games and should be available to candidates.</p>

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### Unit 3 – Working with Small-sided Teams in Football

This unit covers the contributions that a football leader might make to the running of Small-sided teams in football.

Learning outcomes		Assessment criteria
<i>The learner will:</i>		<i>The learner can:</i>
1	understand how to prepare self and players to play in a game	<ol style="list-style-type: none"> <li>1 identify individuals who can contribute to the effectiveness of a team</li> <li>2 describe how to establish working relationships with team members that helps a team work effectively together</li> <li>3 identify a team philosophy encompassing the FA RESPECT Programme</li> <li>4 identify equipment and football format appropriate to the players and environment</li> <li>5 understand how to make positive contributions to team meetings and discussions</li> <li>6 describe the administrative requirements of running a football team</li> </ol>
2	understand how to support players in a game	<ol style="list-style-type: none"> <li>1 describe how to create a positive learning environment for players</li> <li>2 outline how you would guide players as to basic formations appropriate to different game formats</li> <li>3 outline how to resolve disagreements within the team in line with the team philosophy</li> <li>4 identify the principles of effective communication with a team and individual players, before, at half time and at the end of a game, with consideration for how players process information</li> <li>5 describe how to support and motivate players during a game</li> </ol>
3	understand how to review own contributions to a team	<ol style="list-style-type: none"> <li>1 describe methods that can be used to review their own contributions to a team</li> <li>2 identify ways in which team work can be improved</li> <li>3 work with a colleague to identify an personal action plan that will: <ul style="list-style-type: none"> <li>▪ identify personal strengths and weaknesses</li> <li>▪ priority areas for improvement, further study or skill development</li> <li>▪ particular actions that will support their understanding how to develop the effectiveness of the team.</li> </ul> </li> </ol>

Additional information about the unit	
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Unit from the Level 2 Activity Leadership NOS including: A52 Contribute to the work of your team C312 Develop customer relations
Assessment requirements	The unit must be assessed through candidates completing a number of tasks which confirm candidates' understanding of how to work with small-sided teams in football.
Explanation and Examples of Terms	FA RESPECT Programme is available to assist in improving behaviour in all aspects of the game and include codes for: <ul style="list-style-type: none"> <li>• young players</li> <li>• adult players</li> <li>• spectators and parents/carers</li> <li>• coaches (and Leaders), team managers and club officials</li> <li>• match officials.</li> </ul>

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### Unit 4 – Contribute to the organisation and delivery of a football event for young people

This unit covers the contribution of the leader to the organisation, delivery and review of a football event for young people. It will involve activities to develop the sport and techniques and skills of football appropriate to their stage of development.

<b>Learning outcomes</b> <i>The learner will:</i>		<b>Assessment criteria</b> <i>The learner can:</i>
1	contribute to the organisation of a football event for young people	<ol style="list-style-type: none"> <li>1 identify the workforce roles required to deliver a football event for young people</li> <li>2 describe the range of activities which could contribute to a football event for different ages and abilities of young people</li> <li>3 contribute to the planning of a football event including the identification in an event plan of: <ul style="list-style-type: none"> <li>▪ event aims</li> <li>▪ the target group/age ranges</li> <li>▪ choice of event venue</li> <li>▪ workforce needs – skill-set and numbers</li> <li>▪ the event programme</li> <li>▪ costs and fees</li> <li>▪ promotion</li> <li>▪ equipment needs</li> <li>▪ contingencies.</li> </ul> </li> <li>4 perform at least two roles that they can contribute to in the chosen event</li> <li>5 contribute to the arrangements for the event.</li> </ol>
2	contribute to the delivery of a football event for young people	<ol style="list-style-type: none"> <li>1 welcome players and parents/carers to the event</li> <li>2 assist in briefing players on the facility and safety considerations</li> <li>3 make a positive contribution to the event through fulfilment of chosen roles</li> <li>4 maintain own, players' and others' behaviour within the expectations of the FA RESPECT Programme</li> <li>5 ensure the ongoing safety of the venue and activities</li> <li>6 work effectively with colleagues in co-workforce roles</li> <li>7 contribute to the success of the event</li> <li>8 provide information to players on further local football development opportunities</li> <li>9 refer enquiries that cannot be met about development opportunities to an appropriate source</li> <li>10 respond to complaints and suggestions about the event in an appropriate manner</li> <li>11 at an appropriate time and place, review the event with the players and others involved, gaining feedback on the event as a whole and your contribution to it</li> </ol>

<b>Learning outcomes</b> <i>The learner will:</i>		<b>Assessment criteria</b> <i>The learner can:</i>
3	review and reflect on their contribution to the organisation and organisation of a football event for young people	<ol style="list-style-type: none"> <li>1 review own performance in the event and identify good practice and areas that might be improved in the future</li> <li>2 contribute to the review of others' contributions and the review of the event as a whole</li> <li>3 share the feedback on the event and own review with a colleague responsible for the programme</li> <li>4 agree with a colleague responsible for the programme a personal action plan for personal development.</li> </ol>

<b>Additional information about the unit</b>	
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Units from the Level 2 Activity Leadership NOS including: B11 Support the development of the sport or activity D21 Prepare for a Session D22 Lead a Session D23 Conclude and review a session A52 Contribute to the work of your team
Assessment requirements	<p>The unit must be assessed through the observation of candidates contributing to the organisation, delivery and review of a football event/festival for young people which might include:</p> <ul style="list-style-type: none"> <li>• FUTSAL and Mini-soccer activities</li> <li>• adapted activities for disabled players.</li> </ul> <p>The event should last at least a half day and may be part of a larger sports development event.</p> <p>Candidates must complete two different roles within the event workforce, one of which is likely to be an activity leader. Candidates are expected to be able to identify, set-out and put away equipment appropriate to their role and allocated activities.</p>

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Additional information about the unit	
Explanation and Examples of Terms	<p>FA RESPECT Programme is available to assist in improving behaviour in all aspects of the game and include codes for:</p> <ul style="list-style-type: none"><li>• young players</li><li>• adult players</li><li>• spectators and parents/carers</li><li>• coaches (and Leaders), team managers and club officials</li><li>• match officials</li></ul> <p>Mini-Soccer and FUTSAL are modified games which have specific rules. Further information on either is available from <a href="http://TheFA.com">TheFA.com</a></p> <p>Event Workforce might include candidates taking on the role of:</p> <ul style="list-style-type: none"><li>▪ activity leader</li><li>▪ football referee or assistant referee</li><li>▪ event host</li><li>▪ event administrator</li><li>▪ event treasurer</li><li>▪ event equipment supervisor</li><li>▪ etc.</li></ul>

## Recommended Outline Learning Programme

The following recommended programme of learning is provided as an outline for the delivery of the qualification. The delivery has been segmented into 56 sessions of approximately an hour in duration. Sessions may be combined into longer sessions or repeated dependant on learners' needs. These sessions are given outline titles below, associated with a specific unit of the qualification. The detailed guidance and support tools for teachers/tutors will be provided to those attending The FA Regional Induction Events. For further information about such events please visit [www.TheFA/FALearning](http://www.TheFA/FALearning)

### Unit 1 – Lead Football Activity Sessions

The recommended 20 glhs would be made up of sessions on:

- An introduction to the course – the qualities of an effective leader
- Getting Started – How to lead an effective football activity session
- Highlighting good practice – A leaders point of view
- Planning, Leading and Reviewing a football activity session
- Reviewing and Re-doing! – A chance to reflect, re-draft and deliver
- An introduction to Coaching Disabled Footballers
- Communication – considerations when working with disability groups
- The inclusion spectrum – An introduction to the STEP principle
- Understanding inclusion – How can we do this?
- Planning, delivering and reviewing – what next?
- Links in Learning – transferable skills and An introduction to Handling & Movement
- Handling and Movement Games for all – an Introduction
- Handling and Movement Games – 1's, 2's & 4's
- Handling and Movement Games – Inclusive, fun and learning new skills
- The basics of Futsal – What is it and how can I get involved?
- Futsal – Basic practices to get you started
- Futsal – Basic practices continued, let's play and what next
- Delivery & Assessment of the Unit.

### Unit 2 – Referee Football Activity Sessions and Small-sided Games

The recommended 12 glhs would be made up of sessions on:

- Refereeing – Identifying key laws that apply to SSG's
- The primary rules and facility requirements of Mini Whistlers
- The primary rules and facility requirements of SSG's and Futsal
- Identifying responsibilities when refereeing football activity sessions
- Match preparation – the process and procedure
- The Game – briefings and core skills for success
- Maintaining own, players and others behaviour – expectations of the RESPECT programme
- Anticipating play – positioning to maintain a clear view of play in the game
- Application of the laws – making the correct decisions
- Adaptations to the Laws – working with disabled players
- Refereeing and Assessment of the Unit

### Unit 3 – Work with Small-sided Teams in Football

The recommended 12 glhs would be made up of sessions on:

- Introduction – What preparation is required before we work with a team?
- Creating a team philosophy and supporting players learning
- It's more than just a game – working the four corners on match day
- Warming up and Cooling down on Match day
- 5v5's – basic formations to get the players started
- 7v7's – basic formations to get the players started
- Communication – scenario's and preferred styles

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- Parents – strategies to engage and share learning experiences to support you
- Virtual match day – Picking the team, who starts?
- Preparation & review for Match days – Are you ready, is everyone else?
- Assessment – Working with a Small-sided Team in Football.

### Unit 4 – Contribute to the organisation and delivery of a football event for young people

The recommended 12 glhs would be made up of sessions on:

- Introduction – Why are football events so important?
- Considerations when planning an event – how to make it work
- Planning – checklists and templates to get it right
- Planning – Budgets, Scorecards, Press release, RESPECT, Rules and Safety
- Roles & Responsibilities – who does what, where and when
- Skills, Qualities and Attributes – identifying the right person for the right job
- Site visit – risk assessment & considerations
- Planning – a reflective journal to assist with the planning of an event
- Assessment – Planning & Event Day
- Assessment – Reviewing the event and next steps – action planning.

### Recommended Reading and Resources to Support Learners

A variety of online resources are available to support learners:

FA Learning	<a href="http://www.TheFA/FALearning">www.TheFA/FALearning</a>
FA Respect Codes	<a href="http://www.TheFA.com/Leagues/Respect/CodesofConduct">www.TheFA.com/Leagues/Respect/CodesofConduct</a>
SkillsActive	<a href="http://www.skillsactive.com">www.skillsactive.com</a>
SkillsActive Careers	<a href="http://www.skillsactive.com/careers">www.skillsactive.com/careers</a>
Directgov	<a href="http://www.direct.gov.uk">www.direct.gov.uk</a>
UK Sport	<a href="http://www.uk sport.gov.uk">www.uk sport.gov.uk</a>
Sport England	<a href="http://www.sportengland.org">www.sportengland.org</a>
sports coach UK	<a href="http://www.sportscoachuk.org">www.sportscoachuk.org</a>
SkillsActive Playwork Division	<a href="http://www.playwork.org.uk">www.playwork.org.uk</a>
Coachwise Ltd	<a href="http://www.coachwise.ltd.uk">www.coachwise.ltd.uk</a>
1st4sport Qualifications	<a href="http://www.1st4sportqualifications.com">www.1st4sportqualifications.com</a>

### Support Materials and References for the Qualification

The qualification is supported by the following:

- 1st4sport Qualifications administrative guidance and all related documents/tools
- L2ALTF 1st4sport Learner Pack Part One (Product ref. L2ALTF 3.4a)
- L2ALTF 1st4sport Learner Pack Part Two (Product ref. L2ALTF 3.4b)
- L2ALTF FA Learner Resource Pack
- L2ALTF FA Learner Resource DVD
- FA RESPECT Programme DVD
- L2ALTF Tutor/Assessor and Verifier Guidance Pack (Product ref. L2ALTF 3.5a)

## Guidance on Reasonable Adjustments to Assessment

1st4sport Qualifications endeavours to ensure that the assessment requirements and methods used within its qualifications are sufficiently flexible to enable the widest range of learners to demonstrate competence.

However, we must also ensure that the arrangements we allow will be fair, valid and reliable to accurately reflect learners' competence to meet the assessment outcomes of the qualification. We must also ensure that learners are not given an unfair advantage or that others think that they are.

Adjustments to assessment requirements may take any number of forms, certainly too many to specify. Examples might include learners being unable to complete standard written tasks through a temporary or permanent disability, or being unable, through illness or injury, to attend scheduled practical assessments or effectively demonstrate practical aspects of the qualification through illness or injury.

The learners' tutor and/or assessor will explain the assessment criteria and requirements of the qualifications. If learners believe that there are reasons why they might find it difficult to show competence through the methods proposed, they should discuss them with their tutor and/or assessor and find out what alternatives might be available.

In light of the above, 1st4sport Qualifications encourages tutors and assessors to consider the following alternative methods to enable learners to demonstrate competence:

- In situations where learners are unable to attend scheduled assessments, through illness, injury or acceptable and justified personal circumstances, an alternative date for the assessment(s) may be made for the learner within 30 days of the original date
- For learners who are unable to complete written assessments, projects or tasks through a permanent or temporary disability, an alternative method of meeting the outcomes should be considered.

Permission to apply for adjustments must be sought from the Quality Management Team (QMT) at 1st4sport Qualifications, at the start of the course/programme or at the first available opportunity. Learners' requests for special consideration and reasonable adjustments are required to be identified and met, where possible. The 5.7 Reasonable Adjustments Application Form and the 5.8 Special Consideration Application Form can be found on the 1st4sport website and in the Quality Assurance section of the *Recognised Centre Resource CD-ROM*. Once an application is received, the QMT will evaluate the learner's eligibility and the evidence attached for the appropriate adjustments.

The application form and additional documentation/evidence in support of the application must be emailed to: [qmt@1st4sportqualifications.com](mailto:qmt@1st4sportqualifications.com)

If only hard copies of evidence/documentation in support of the application are available, these should be sent with the attached form by post to:

The Quality Management Team  
1st4sport Qualifications  
Coachwise Ltd  
Chelsea Close  
Off Amberley Road  
Leeds LS12 4HP

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