



Developed in Partnership
with FA Learning

1st4sport Level 2 Award in Leadership through Football (QCF)

Qualification Specification

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The Ofqual/SQA-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.

The technical content of this qualification has been developed in partnership with FA Learning.

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Introduction to 1st4sport Qualifications

1st4sport Qualifications is an awarding organisation recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual) in England, Wales and Northern Ireland and the Scottish Qualifications Authority (SQA) in Scotland, created with the aim of offering vocational qualifications in areas of sport, recreation and allied occupations.

We work in partnership with a variety of organisations, such as governing bodies of sport, to develop qualifications. Our catalogue of qualifications includes vocational and occupational qualifications in the following sectors and areas:

- coaching
- leadership
- spectator safety
- leisure operations and management
- education and training
- sports volunteering
- first aid and injury management
- the outdoors
- Physical Education and school sport
- using sport to tackle youth crime
- functional skills.

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1st4sport Qualifications Mission Statement

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

The 1st4sport Level 2 Award in Leadership through Football (QCF) Qualification Specification

The 1st4sport Level 2 Award in Leadership through Football (QCF) can only be achieved by learners registered with 1st4sport via a 1st4sport recognised centre that has been approved to offer this qualification. 1st4sport publish a qualification specification in support of each regulated qualification which aims to provide an outline of the qualification to existing centres approved to offer the qualification and for those looking to become approved.

1st4sport *Level 2 Award in Leadership through Football (QCF) Learner Pack* and the *1st4sport Level 2 Award in Leadership through Football (QCF) FA Tutor/Assessor/Verifier Guidance* serve as addendums to this specification and should also be read to ensure full understanding of the standards required to be maintained. We would recommend that each centre's qualification workforce read these documents fully and become familiar with the requirements of the qualification prior to seeking to register learners.

Introduction to the 1st4sport Level 2 Award in Leadership through Football (QCF)

Qualification Introduction

The Level 2 Award in Leadership through Football (L2CCF) is awarded by 1st4sport Qualifications has been developed in partnership with FA Learning, the education arm of The Football Association (The FA) and is one of a number of vocational qualifications awarded by 1st4sport Qualifications. This qualification sits on the Qualifications and Credit Framework (QCF) and is solely administered and awarded by 1st4sport Qualifications as the recognised awarding body. The FA, as the national governing body for football in England, is committed to providing services to the sport.

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.

This qualification included within the Leadership Pathway of the Intermediate Level Apprenticeship in Activity Leadership and is equivalent to Level 3 on the European Qualifications Framework (EQF). Further information about the EQF can be found at: http://ec.europa.eu/eqf/home_en.htm

Qualification Purpose

The purpose of the 1st4sport Level 2 Award in Leadership through Football (L2ALTFQ) is to provide learners with an opportunity to prepare for future employment in leadership roles in football. This qualification has been designed to ensure it is fit for this purpose on the basis that it has been developed in consultation with FA Learning and experts in the delivery of grass-roots football. End users for the qualification were therefore consulted with to ensure that it will effectively prepare learners for future employment opportunities.

Qualification Objective

The objective of the 1st4sport Level 2 Award in Leadership through Football (L2ALTFQ) is to provide 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 Regulation Details and Dates

Qualification Title	Qualification No	GLHs	Level	Credit
1st4sport Level 2 Award in Leadership through Football (QCF)	500/8161/5	62	2	10

Regulation Dates	
Qualification regulation start date:	01 January 2010
Qualification review date:	31 August 2015
Certification end date:	31 August 2017

Qualification Structure

The 1st4sport Level 2 Award in Leadership through Football (QCF) is made up of four units. Learners must successfully complete all four units to achieve the qualification.

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	18	3

Progression Opportunities

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 (Module 1)
- 1st4sport Level 2 Certificate in Coaching Football
- 1st4sport Level 2 Certificate in Event and Match Day Stewards
- 1st4sport Level 2 Certificate in Coordinating Sports Volunteers.

Holders of this qualification are eligible to join The FA Coaches' Club and participate in associated CPD programmes.

Qualification Fees

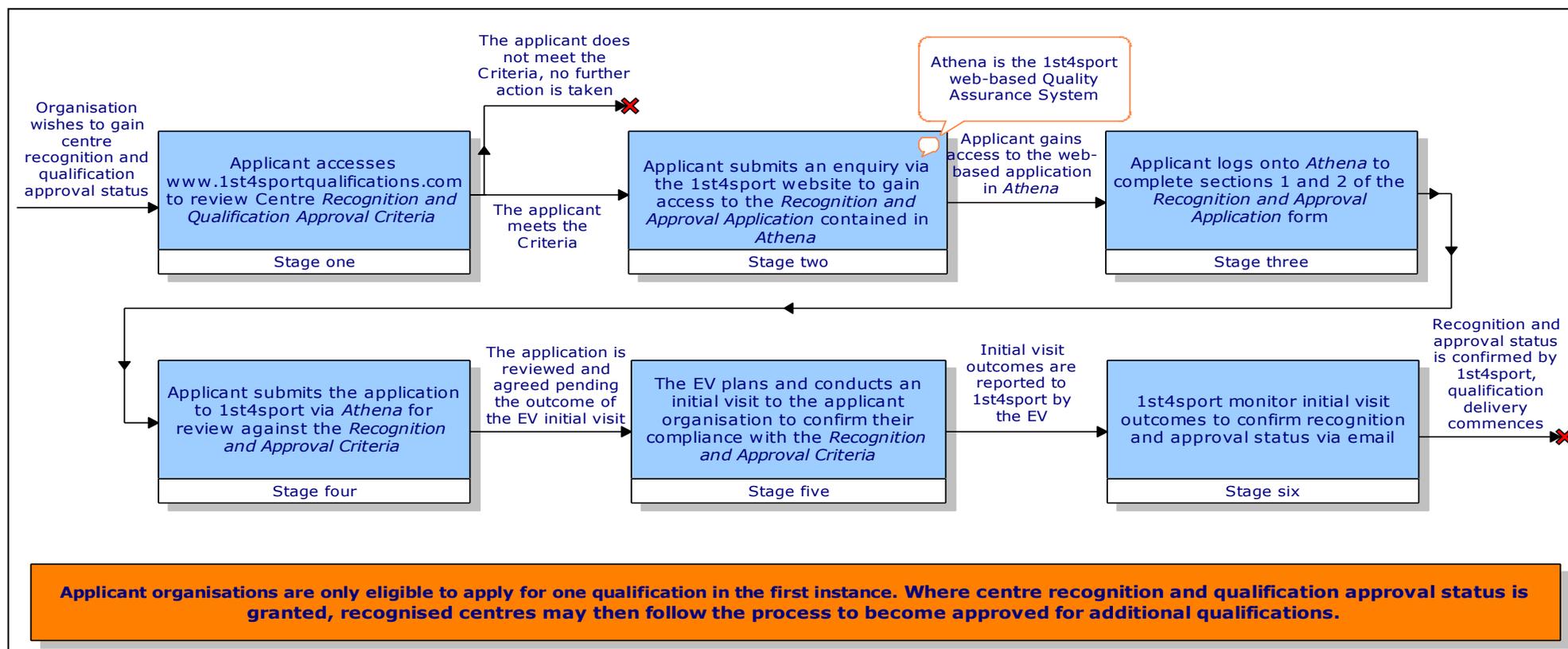
The learner registration fee, payable by the recognised centre, for the 1st4sport Level 2 Award in Leadership through Football (QCF) is £45. The fees are per learner and provide registration and certification for the qualification, appropriate learning and assessment materials and, where appropriate, a certificate. 1st4sport will provide centres recognised for this qualification with six-months notice of any changes to the above fee.

Learners should be provided, by the recognised centre, with information on the total cost of achieving the qualification; which should include a comprehensive package of learning and assessment and any optional costs made very clear at the point the learner enters into a contract to provide a service with the centre.

The Centre Recognition and Qualification Approval Processes

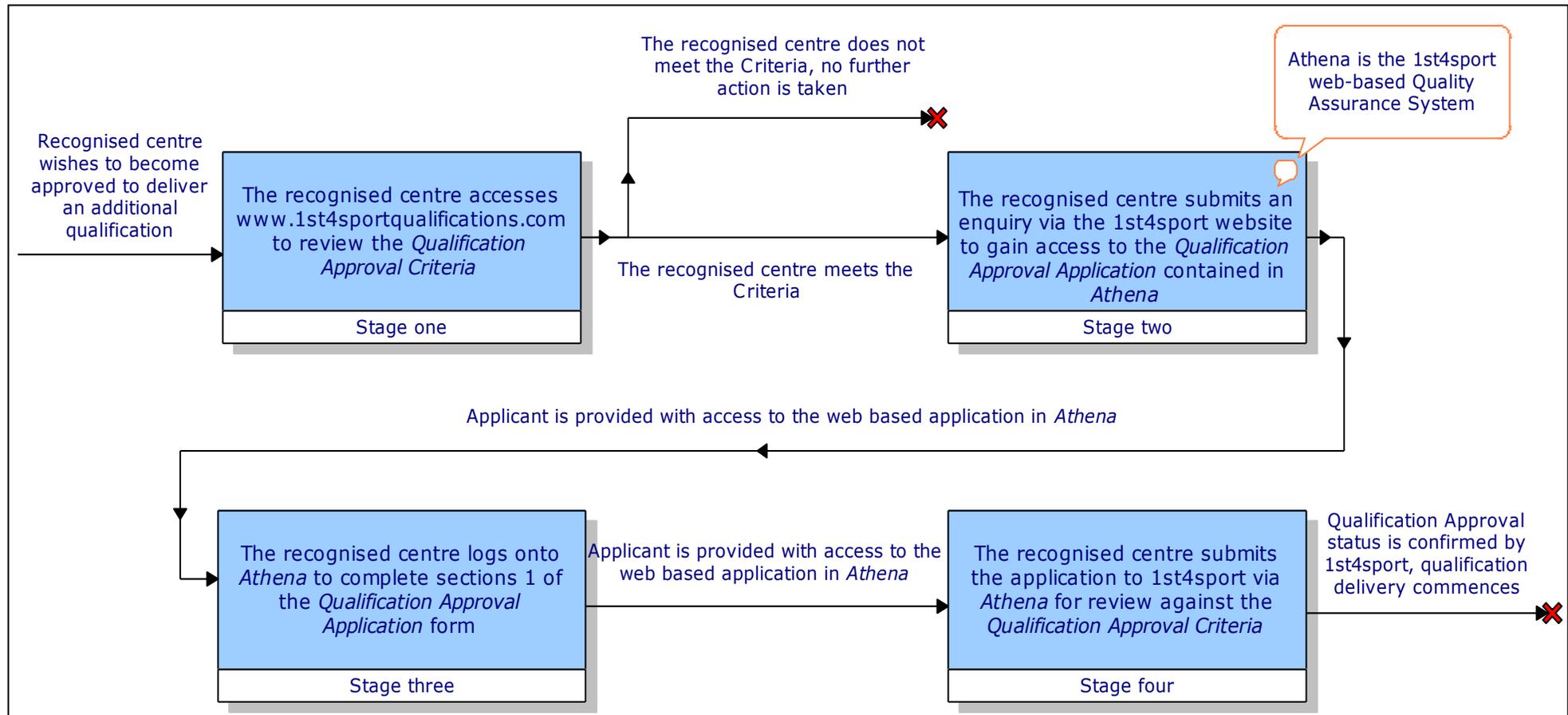
1st4sport Recognised Centres are organisations accountable to 1st4sport for the assessment of learners on 1st4sport qualifications they are approved to deliver. 1st4sport define centre recognition as the process undertaken by applicant organisations who wish to deliver a 1st4sport qualification. Recognition status is granted based upon the applicant's capacity to meet the *1st4sport Centre Recognition and Qualification Approval Criteria* and their capability to comply with the *1st4sport Centre Recognition and Qualification Conditions*. The centre recognition process cannot be completed without applying to become approved to deliver a single 1st4sport qualification. Where centre recognition and qualification approval status is granted, recognised centres may then follow the process to become approved for additional qualifications. The diagram below outlines the qualification approval process for organisations who have not yet achieved recognised centre status with 1st4sport.

How to Gain Centre Recognition and Qualification Approval Status (for brand new centres)



How to Gain Qualification Approval Status (for existing centres)

Where recognised centres have already been operating as a centre delivering a 1st4sport qualification in line with the *1st4sport Centre Recognition and Qualification Approval Conditions*, they are then eligible to complete the qualification approval process for as many qualifications as they wish to deliver. In order to gain qualification approval they must ensure that they meet the qualification approval criteria for each qualification and should follow the qualification approval process as outlined within the diagram below.



Level 2 Award in Leadership through Football (QCF) Qualification Approval Criteria

Section one - Qualification Workforce	
QC 1.1 The Minimum Workforce Requirements	<p>Organisations seeking approval to deliver the <i>1st4sport Level 2 Award in Leadership through Football (QCF)</i> must have access to an appropriately qualified workforce, including:</p> <ul style="list-style-type: none"> • An appointed Qualification Administrator • An appointed Quality Coordinator • At least one appropriately qualified FA Tutor/assessor • At least one appropriately qualified Internal Verifier (IV) <p>One person may fulfil a number of these roles. However the internal verifier cannot educate or assess on a course for which they are the nominated to be the IV.</p>
QC 1.2 Qualification Administrator Criteria:	<p>The Qualification Administrator must have:</p> <ul style="list-style-type: none"> • experience of administration • knowledge and understanding of the <i>1st4sport Recognition Conditions</i> and the <i>Qualification Approval Conditions</i>.
QC 1.3 Qualification Coordinator Criteria:	<p>The Qualification Coordinator must have:</p> <ul style="list-style-type: none"> • an understanding of football leadership and related quality systems and procedures • a comprehensive understanding of the <i>1st4sport Recognition Conditions</i> and the <i>Qualification Approval Conditions</i>.
QC 1.4 Tutor/ Assessor Criteria:	<p>For the <i>1st4sport Level 2 Award in Leadership through Football (QCF)</i> 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:</p> <p>To delivers or assess the <i>1st4sport Level 2 Award in Leadership through Football (QCF)</i>, individuals must hold a current <i>FA Leadership through Football Tutor Licence</i>.</p> <p>Information on how to become an <i>FA Licensed Leadership through Football Tutor</i>, through attendance at an FA-delivered Induction Events can be found via this link: http://thefa.com/GetIntoFootball/FALearning/NewsAndFeatures/2010/1st4sport-010410.aspx</p> <p><i>Please note that the FA are committed to providing access to the Licensed Tutor induction events when sufficient demand exists. This may however mean a wait of six months or more, until centres can access such events, this possible delay in being able to become recognised should be built into centre's deliver</i></p>

Section one - Qualification Workforce	
	<p><i>plans. The FA are able to provide contact details of licensed tutors who may be able to support centres during the period of their own staff becoming licenced.</i></p> <p>Recognised Centres may have additional generic criteria and personnel specifications in addition to the above.</p>
QC 1.5 Internal Verifier Criteria	<p>Internal verification/quality assurance of the qualification should also be carried out by a suitably qualified individual (as per the criteria detailed below), who is employed by, or contracted to the centre and has had no involvement in either the delivery or assessment of the qualification. Internal verifiers or quality assurers are appointed by the 1st4sport recognised centres and approved by 1st4sport through their external verifier. Internal verifiers should only verify the decisions of assessors that fall within their acknowledged area of technical and occupational competence.</p> <p>To internally monitor a consortia/centre's delivery the internal verifier must:</p> <ul style="list-style-type: none"> • have <i>ideally</i> attended an FA familiarisation event for the 1st4sport Level 2 Award in Leadership through Football (QCF) • have experience in providing quality assurance/internal verification within a school/college/centre environment <p>and either:</p> <ul style="list-style-type: none"> • hold QTS or ATS or • be a <i>Licensed FA Leadership through Football Tutor</i>. <p>1st4sport recognised centres may have additional generic criteria and personnel specifications in addition to the above.</p>

Section two - Qualification Training and Assessment Sites

QC 2.1 Health and Safety Criteria:

Recognised Centres must provide a safe and appropriate operating environment for all activities. Learners should be made aware of the expectations on them to ensure safe practice and an effective learning and/or assessment environment. Any training or assessment site must meet the requirements of accepted health and safety regulations and provide an appropriate learning environment, with sufficient light, heat and ventilation to ensure learners are able to learn in comfort. Learners are expected to present themselves in appropriate football specific clothing and footwear for the environment and surface on which practices are taking place. Learners should be aware that the practical element of the course may be exposed to the elements and they may require protective clothing, including shin guards to ensure they are able to continue to participate.

Recognised Centres' and learners' attention is drawn to the FA Guide on Goalpost Safety included in The FA Grassroots Club Administration handbook.

QC 2.2 Facilities Criteria:

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 playing areas that are:

- 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 learners' needs
- footballs – association footballs appropriate to the needs of the participants
- the area surrounding the playing area should be safe and free of obstructions.

The Football Association Agreement as the Technical Development Partner

If your organisation would like to deliver the *1st4sport Level 2 Award in Leadership through Football (QCF)*, you might benefit from the support of the FA's County-based support staff to discuss your workforce needs or access further opportunities for your learners.

Qualification Approval Status

How to Maintain Qualification Approval Status

All brand new and existing centres who successfully complete the 1st4sport qualification approval process for this qualification will receive a formal notification from 1st4sport to confirm that they have been granted qualification approval status. Upon receipt of this notification centres may then deliver courses in accordance with the *1st4sport Centre Recognition and Qualification Approval conditions*. The *1st4sport Centre Recognition Criteria and Conditions* can be accessed via the *Centre tab* within the 1st4sport website: www.1st4sportqualifications.com. The *Level 2 Award in Leadership through Football (QCF) Qualification Approval Conditions* are contained within this specification. Centres should ensure that they familiarise themselves with these to be able to maintain compliance and to understand the *Conditions* which are specific to this qualification.

External verifiers will be tasked to conduct verification activities to monitor centres compliance with *1st4sport Centre Recognition and Qualification Approval Conditions*. Where non-compliance is identified which has led to maladministration or malpractice centres will be subject to sanctions and their status may be revoked. It is therefore imperative that centres deliver this qualification in accordance with the *1st4sport Centre Recognition and Qualification Approval Conditions*.

How to Achieve Direct Claims Status (DCS)

Direct Claims Status (DCS) refers to a centre's eligibility to be able to request learner certifications directly from 1st4sport without the need for an external verification intervention.

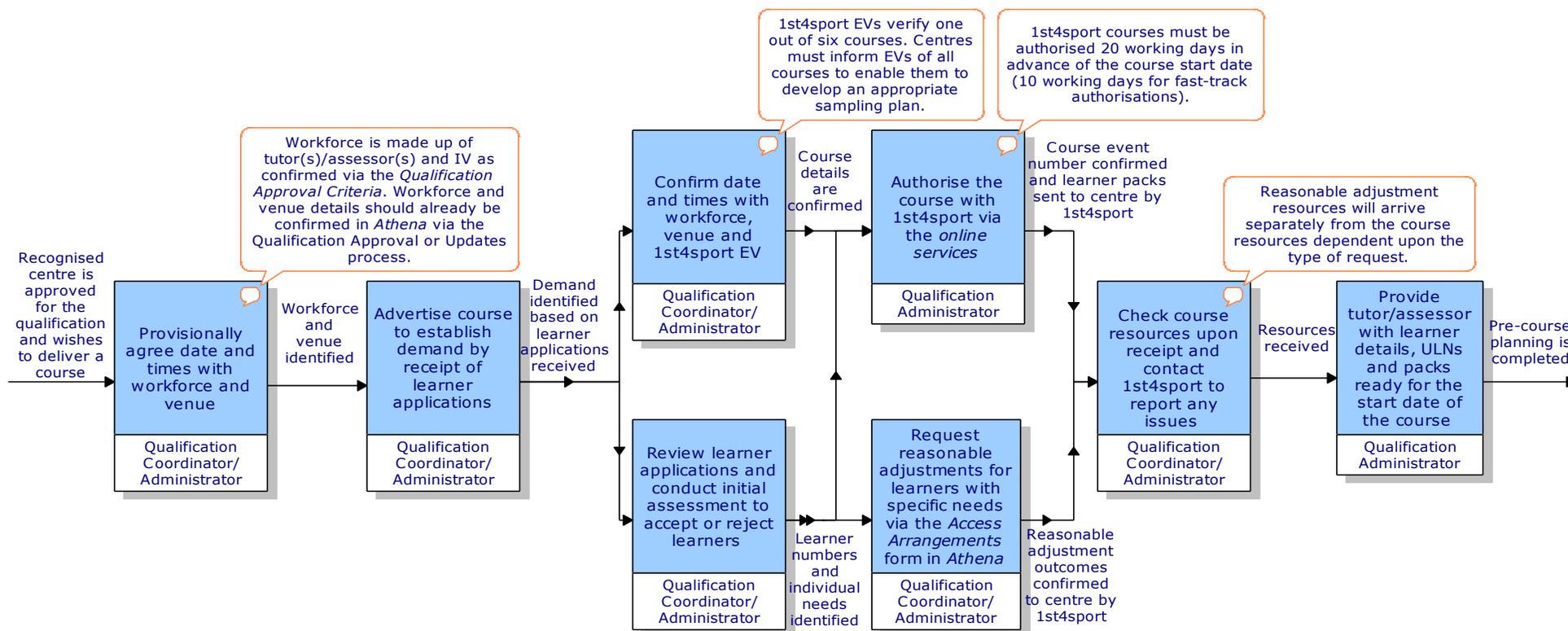
As part of our risk based approach to monitoring, we do not grant DCS to brand new centres, or centres who have just achieved qualification approval status for an additional qualification until after they have successfully delivered their first course and have had the course assessment outcomes externally verified. To facilitate DCS a 1st4sport external verifier will normally visit at the end of the first course to establish whether the qualification approval conditions have been complied with and the integrity of the assessment upheld. In the event that the EV determines compliance, DCS will be granted and the centre will be eligible to certificate learners on future courses without an external verification intervention on each course.

DCS is continually monitored by 1st4sport through a number of mechanisms and predominantly via external verification. Where it is determined that a centre is not complying with our recognition and/or approval conditions, sanctions will be applied and direct claims status may be suspended or revoked, depending upon the severity of the sanction applied. In these instances centres will not be eligible to claim for certification of their learners without the assessment outcomes being reviewed by an external verifier. Direct Claims Status will be reinstated for centres under sanction where they can prove that they have achieved the outcome of an action plan and now comply with all conditions. All External Verification reports, sanctions and action plans are reported to centres via *Athena*, the 1st4sport web-based quality assurance system.

Course Planning and Delivery

How to plan a course

Upon gaining qualification approval status recognised centres are then eligible to deliver courses in line with *the 1st4sport Centre Recognition Conditions and Qualification Approval Conditions*. To help you to plan a course effectively, we have developed the process shown in the diagram below.



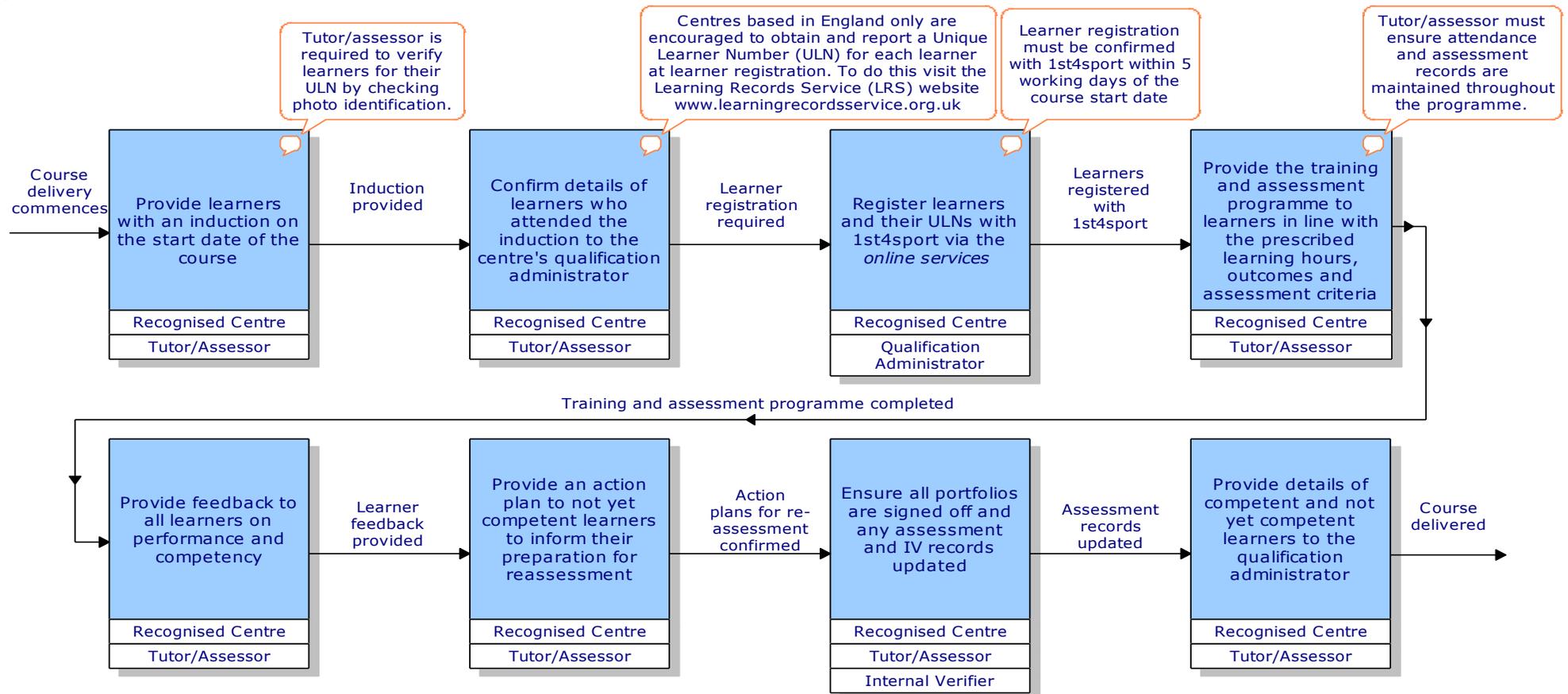
Athena is the 1st4sport web based quality assurance system and can be accessed via <https://athena.creatiogreen.com>
 This facility enables centres to maintain centre recognition and qualification approval details, submit access arrangements, review external verification reports and any centre actions.

1st4sport online services can be accessed by clicking on the centre portal via www.1st4sportqualifications.com
 This facility enables centres to use the following awarding services: course authorisation, learner registration, learner certification.

If a centre wishes to postpone or cancel a course they should do this via the administration tab within the centre section of the 1st4sport website.

How to deliver a course

Having effectively planned a course, recognised centres may then deliver the course to learners in line with the *1st4sport Centre Recognition and Qualification Approval Conditions*. A summary of this process is shown below.



Centre's Internal Verifiers will conduct verification at any point in the training and assessment programme in line with their sampling strategy for this qualification and this course.

1st4sport External Verifiers may conduct verification at any point in the training and assessment programme in line with their sampling strategy for this qualification at this centre.

At any point during the course if a centre wishes to terminate the course, transfer or withdraw a learner they should do this via the administration tab within the centre section of the 1st4sport website.

Recommended Outline Training and Assessment 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

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
- 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.

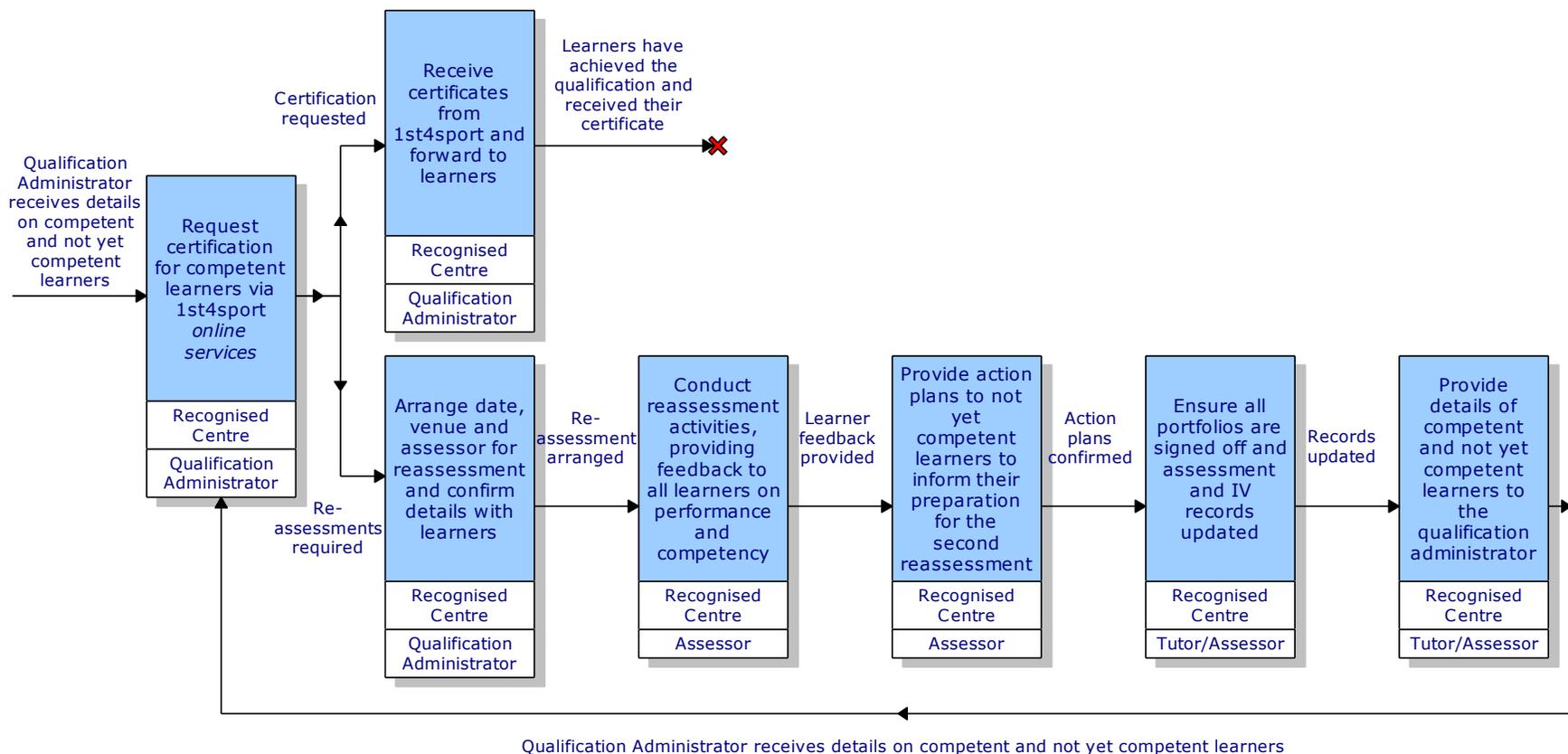
Unit 4 – Contribute to the organisation and delivery of a football event for young people

The recommended 18 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.

How to conduct post-course activities

Having effectively delivered the course, recognised centres must then ensure that all relevant post course activities are completed in line with the *1st4sport Centre Recognition and Qualification Approval Conditions*. A summary of this process is shown below.



Learners must be provided with two opportunities for re-assessment. All re-assessments and learner certifications must be completed within each learner's period of registration with 1st4sport.

If a centre wishes to obtain written re-assessment papers they should request this via the administration tab within the centre section of the 1st4sport website.

1st4sport Level 2 Award in Leadership through Football (QCF) Approval Conditions

In addition to maintaining compliance with the *1st4sport Centre Recognition Conditions*, recognised centres who have achieved qualification approval status for this qualification are obliged to comply with the following *Qualification Approval Conditions*. Failure to do so 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 – Requirements for qualification resources		
QCON 1.1 The Workforce	1.1.1 Minimum workforce and criteria	<p>Organisations seeking approval to deliver the <i>1st4sport Level 2 Award in Leadership through Football (QCF)</i> must have access to an appropriately qualified workforce, including:</p> <ul style="list-style-type: none"> • An appointed Qualification Administrator • An appointed Qualification Coordinator • At least one appropriately qualified FA Tutor/assessor • At least one appropriately qualified Internal Verifier (IV) <p>One person may fulfil a number of these roles. However the internal verifier cannot educate or assess on a course for which they are the nominated to be the IV.</p>
	1.1.2 FA Tutor/ Assessor: Learner Ratios	To ensure the appropriate support for, and monitoring of, learners during practical sessions the delivery and assessment of the qualification is recommended to operate at a ratio of one appropriately qualified tutor or assessor to a minimum of eight and maximum of 24 learners.
QCON 1.2 Sites, Facilities and Equipment	It is required that all delivery and assessment sites, facilities and equipment continue to comply with the information outlined within the qualification approval criteria. All sites must be listed and maintained in the sites section of <i>Athena</i> , the 1st4sport Quality Assurance System. This information must be kept up to date.	
QCON 1.3 Qualification Materials	The materials provided by 1st4sport and the qualification development and delivery partner FA Learning to facilitate the training and the assessment are required to be used to promote consistency of assessment standards across centres over the life of the qualification. Where this is not appropriate to the type of learners at the centre or for a specific course, appropriate and credible alternatives may be agreed with the 1st4sport External Verifier.	

Section two – Requirements for qualification administration

<p>QCON 2.1 Engagement with the 1st4sport Awarding Service System</p>	<p>To be able to authorise courses, register and certificate learners centres are required to engage with the <i>1st4sport On-line Awarding Service System</i> via the Centre Portal, a link to which can be found on the 1st4sport website www.1st4sportqualifications.com.</p> <p>To access the 1st4sport Centre Portal and On-line Awarding Services each centre needs to have registered its interest with 1st4sport and been issued a system access key of username and password. Where centres do not have either, or have lost their password, or the system has locked them out (after five unsuccessful attempts) they should contact the 1st4sport Recognised Centre Support Team on: Tel: 0113 290 7610 Email: cst@1st4sportqualifications.com. For each log-in centres should confirm:</p> <ul style="list-style-type: none"> • The name of the Recognised Centre and ideally its 1st4sport Centre Number • A chosen Username • An email address for the user - where the password, automatic confirmations and updates will be sent. <p>When centres have their system access key they will be provided with a user manual which describes how to log onto the system via our website and the Centre Portal link at: www.1st4sportqualifications.com</p> <p>Once centres have access to the system they will then be able to create access for other users with the centre.</p>
<p>QCON 2.2 Course Applications</p>	<p>The centre must have an appropriate system in place by which to enable learners to apply for courses. In applying for a course the centre is strongly advised to ensure that there is a declaration contained within the application which requires the learner to comply with both the centres and 1st4sport policies and procedures in relation to their participation on any activities in relation to this qualification. Where the centre does not contain a declaration of this type within the course application form, they are required to have in its place a <i>Learner Agreement</i>.</p> <p>In agreeing to provide a learner with a place on a course for this qualification, the centre must ensure that checks are made to confirm the learner's identity.</p>

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<p>QCON 2.3 Course Authorisation/ Resource Notification</p>	<p>Course/programme authorisation (which includes notification of resource needs) is one of our <i>On-line Awarding Services</i>.</p> <p>Centres should authorise courses via the <i>1st4sport Centre Portal</i> contained within the 1st4sport website. This process should be completed a minimum of 20 working days prior to the start date of the course.</p> <p>To ensure the smooth and effective administration of courses centres are encouraged to seek authorisation well in advance of the 20 working-day deadline. However, if centres do access this service between 10 and 19 working days before the start of the course we will automatically upgrade the course to our <i>FastTrack</i> service for additional £5 fee per learner (plus VAT where this is applicable). 1st4sport cannot guarantee to authorise a course/programme and may not be able to dispatch resources to the centre if notified less than 10 working days before the start date of the course. To ensure that centres do not unintentionally access the <i>Fast Track</i> service, they are encouraged to seek delivery notifications on any emails relating to course authorisation. If centres do not wish to take advantage of the <i>Fast Track</i> service for course/programme authorisation (and resource notification), they must ensure that their requests are received by 1st4sport via the centre portal a minimum of 20 working days before the start date of the course/programme.</p> <p>Each course will be allocated an event number from 1st4sport. The centre must ensure that all activities related to that course/programme are tracked against the event number provided.</p>
<p>QCON 2.4 Registration of Learners</p>	<p>Registration of Learners (whose identify has been confirmed by the centre, via their own arrangements) is another of our <i>On-line Awarding Services</i>. Centres should use the <i>1st4sport Centre Portal</i>, a link to which can be found on the 1st4sport website. Learners are required to be registered with 1st4sport within five working days of the start date of their course. Only learners who are registered may be certificated. Failure to register learners within the required timescale may result in sanctions being applied to the centre.</p> <p>Learners will be allocated a 1st4sport registration number which allows them to be clearly and uniquely identified to 1st4sport and to the centre. All activities related to that learner which are tracked for assessment, achievement and quality purposes must make reference to this number.</p> <p>For Centres based in England only: Centres are encouraged to have arrangements in place to obtain a valid Unique Learner Number (ULN) on behalf of each of their learners which should be reported to 1st4sport during the registration process. Further information on ULNs can be requested from the Learning Records Service [http://www.learningrecordsservice.org.uk/]. Alternatively, please contact enquiries@1st4sportqualifications to request further details.</p>

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<p>QCON 2.5 Tracking of Learner Achievement and Registration Periods</p>	<p>Centres are required to ensure learners are informed of the registration period for this qualification, which is two years. Learners' attendance and course activities (including all assessment achievement) must then be tracked. In managing this process, centres must ensure that learners have completed their programme of training and assessment (including re-assessment), and the centre should have applied for certification of successful learners within that period. Learners who do not complete within this timescale are not eligible for certification.</p> <p>Extensions to registration periods are only granted in exceptional circumstances where a learner has experienced adverse circumstances. Learners who require an extension due to personal or adverse circumstances which have created a disadvantage must apply via the 1st4sport special consideration process. Centres and Learners should access www.1st4sportqualifications.com and select the Access Arrangements tab to familiarise themselves with this process and to submit any such requests.</p>
<p>QCON 2.6 Course/ Programme Postponement/ Cancellation</p>	<p>Centres are required to inform 1st4sport if a course/programme is going to be postponed or cancelled. To confirm this, Centres should access <i>Athena</i>, the 1st4sport Quality Assurance System and search for the <i>1st4sport Course/Programme Postponement/Cancellation Report Form</i> via the <i>Advanced search</i> mechanism within the <i>Documents</i> tab. Centres should then insert relevant details and selecting submit to forward it to 1st4sport for review. If a course is postponed, the new dates must be clearly stated on the form. However if the new dates are not known the course must be cancelled and then re-authorised via the <i>online services</i> once the dates have been confirmed.</p>
<p>QCON 2.7 Course/ Programme Termination</p>	<p>Centres are required to inform 1st4sport if a course/programme is going to be terminated. To confirm this, Centres should access <i>Athena</i>, the 1st4sport Quality Assurance System and search for the <i>1st4sport Course/Programme Termination Report Form</i> via the <i>Advanced search</i> mechanism within the <i>Documents</i> tab. Centres should then insert relevant details and selecting submit to forward it to 1st4sport for review.</p> <p>The centre is required to inform learners that 1st4sport may help them to find an alternative course/programme if their original course/programme is terminated midway through (not as standard practice, only if exceptional circumstances lead a centre to terminate a course midway though).</p>

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<p>QCON 2.8 Learner Transferral</p>	<p>Centres are required to inform 1st4sport in the event that they have agreed for a learner to transfer to another centre. To confirm a learner transferral, centres should access <i>Athena</i>, the 1st4sport Quality Assurance System and search for the <i>1st4sport Learner Transfer of Recognised Centre Report Form</i> via the <i>Advanced search</i> mechanism within the <i>Documents</i> tab. Centres should then insert relevant details and selecting submit to forward it to 1st4sport for review.</p> <p>Learners are only eligible to transfer to a different centre in the event that they have an appropriate rationale (e.g. they have moved home, they have been disadvantaged or where there are no further assessment opportunities at their original centre for some time). The original centre is required maintain all assessment records related to the learner on file in line with any relevant <i>1st4sport Centre Recognition Conditions</i>. However they must ensure that these records are released to the new centre with a statement of authentication, confirming that any completed assessment achieved by the learner is authentic and reliable. The original centre must then ensure that the learner is given their original portfolio and practical assessment records and feedback.</p> <p>Finally, the original centre must allow learners with an appropriate rationale to transfer despite that the original centre will not receive the achievement statistic. This serves to prevent disadvantaging learners.</p>
<p>QCON 2.9 Learner Withdrawal</p>	<p>Centres are required to inform 1st4sport in the event that they intend to withdraw a learner from a course. To confirm this, Centres should access <i>Athena</i>, the 1st4sport Quality Assurance System and search for the <i>1st4sport Learner Withdrawal Form</i> via the <i>Advanced search</i> mechanism within the <i>Documents</i> tab. Centres should then insert relevant details and selecting submit to forward it to 1st4sport for review.</p> <p>The centre is required to ensure that where a learner leaves midway through the course the centre will make appropriate provision for the course/programme to continue for other learners.</p>
<p>QCON 2.10 Learner Certification</p>	<p>Centres are required to request certification from 1st4sport for learners who have successfully achieved the qualification. To do this, centres should use the <i>1st4sport Centre Portal</i>, a link to which can be found on the 1st4sport website.</p> <p>The <i>1st4sport Centre Portal User Guide</i> provides information on how to complete the certification process, for registered learners. Requests for certification must be made within 20 working days of the confirmation of learners’ final assessment outcome.</p>

Section three – Requirements for initial assessment of learners and their inductions	
QCON 3.1 Initial Assessment System	Centres must have a system in place to ensure that an initial assessment of each learner is conducted. In doing so they should establish each learner's eligibility to access the qualification and that learners' achievement is evaluated and confirmed to ensure an appropriate learning strategy for each person.
QCON 3.2 Learner Pre- requisites to Registration and Certification	<p>Centre systems for the initial assessment of learners must ensure that pre-requisites to registration and certification are considered during the application stage. Prior to registration, learners are required to:</p> <ul style="list-style-type: none"> • be aged 14 years or over. • be able to communicate effectively in English¹ (this includes listening, speaking, reading and writing). <p>There are no additional pre-requisites to certification other than successful completion of the required assessments.</p>
QCON 3.3 Recognised Prior Learning (RPL) ²	<p>Centre systems for the initial assessment of learners must ensure that their recognised prior learning (RPL) is evaluated and considered in a positive manner. The centre's RPL System should ensure that each learner, who wishes to utilise RPL as evidence toward their achievement, is given an individual learning strategy referenced against the units and if required, learning outcomes of the qualification.</p> <p>RPL is an important feature of QCF qualifications and aims to give learners credit for their valid prior learning and achievements, with the potential that they may not have to repeat learning or commit more time to a learning programme than is necessary. Centres must be aware that recognised prior achievements are only counted towards achievement of the learning outcomes of the qualification, normally achieved via attendance on a programme of learning. RPL does not provide evidence towards achievement of the assessment criteria and therefore learners must be made aware that they will be required to complete all of the assessment requirements/components of the qualification (unless in managing the RPL opportunities for credit accumulation and transfer (CAT) have been identified). Centres are encouraged to work with their 1st4sport external verifier to develop appropriate RPL systems. Learners seeking RPL should also be made aware that their individual needs may not always be able to be met because of the programme format offered by the centre (i.e. holistic programme of learning) and compromises may need to be considered.</p>

¹ Learners must be able to understand the requirements of the qualification and the information within the resources in English without assistance. Where there is demand, this qualification may also be available in Welsh or Irish.

² Recognised prior learning is only granted at the discretion of the centre on the basis that this qualification is usually delivered as a holistic learning and assessment package, where a specific number of learners are required to facilitate the programme. On this basis, centres must ensure that when learners register for the programme they understand that are unlikely to be any flexibility and their attendance across the breadth of activities is essential.

Section three – Requirements for initial assessment of learners and their inductions	
	<p>In order to ensure that the RPL system is effective centres must ensure that:</p> <ul style="list-style-type: none"> • learners are registered with 1st4sport as soon as they formally start to gather their RPL evidence • learners are provided with information about the qualification, its units, the learning outcomes and a standardised means of recording their evidence • records of the centre’s review of the learner’s evidence of RPL is maintained • all relevant evidence of RPL is reviewed before a decision is confirmed to the learner • learners must attend and successfully complete all assessments and resultant certification claims are made using the normal procedures • the recognised centre has designated personnel, with the appropriate expertise, to support and quality assure the RPL process.
<p>QCON 3.4 Credit Accumulation and Transfer (CAT)</p>	<p>Credit accumulation refers to the process of putting together a combination of QCF credits to meet the achievement requirements of a qualification. Credit transfer refers to the process of using a credit or credits awarded in the context of one QCF qualification towards the achievement and requirements of another. A centre’s system for initial assessment of learners normally requires that any opportunities for CAT are confirmed.</p> <p>It is confirmed that there are no exemptions from any units of this qualification on the basis that there are no units from qualifications outside of the QCF which would allow a learner to achieve credit for all assessment criteria from any unit within this qualification.</p>

Section three – Requirements for initial assessment of learners and their inductions	
<p>QCON 3.5 Barriers to Access</p>	<p>Centre systems for the initial assessment of learners must consider the following potential barriers to access. There are no barriers to access for this qualification in accordance Equality Act 2010 on the grounds of the following protected characteristics: gender reassignment, marriage and civil partnership, race, religion or belief, sex or sexual orientation.</p> <p>However; there are barriers to access identified in accordance with the Equality Act 2010 which may arise as a result of:</p> <ul style="list-style-type: none"> • age (individuals under the age of 14 are not permitted to complete this qualification) • disability (individuals with mental or physical or learning disabilities may find some of the competencies difficult and/or dangerous to their well being) • pregnancy and maternity; (it could be detrimental to the health of a pregnant woman and her unborn child to attempt the full extent of the competencies within this qualification) • race (individuals who are not English, Welsh or Irish and/or those who do not speak one of these as a first language may be prevented from accessing the qualification in the event that they cannot communicate to the appropriate standard in these languages. In such cases reasonable adjustments will not be applied as the qualification is regulated in England Wales and Northern Ireland). <p>The identified barriers to access have been confirmed to preserve the integrity of the qualification, the technical requirements and the safety of the learners and participants. Centres may submit reasonable adjustment requests for learners who fall within these categories to make adjustment to the assessments where the grounds are perceived to be reasonable. However, the centre must ensure that they utilise the identified barriers to preserve the integrity of the assessment, the safety of the learners and participants.</p>
<p>QCON 3.6 Reasonable Adjustments for Training and Assessment</p>	<p>Centre systems for the initial assessment of learners must review any special needs and identify where any reasonable adjustments to assessment are requested to be applied to 1st4sport for. It is essential that this is completed prior to, or at the start of the course, to enable the appropriate access arrangements to be applied. In order to find out more about reasonable adjustments centres should refer to the <i>1st4sport Access Arrangements</i> contained within the centre and the learner section of the 1st4sport website www.1st4sportqualifications.com.</p> <p>To make a reasonable adjustment request, centres should access <i>Athena</i>, the 1st4sport web based quality assurance system, complete the <i>Reasonable Adjustment Request Form</i> and select submit to forward it to 1st4sport for review. A request is required to be made for each learner with special needs. The outcomes of the reasonable adjustments are required to be evaluated to determine the effectiveness of the arrangements made. Therefore, we expect that feedback is provided as part of the annual <i>1st4sport stakeholder satisfaction survey</i>.</p>

Section three – Requirements for initial assessment of learners and their inductions

QCON 3.7
Learner
Induction to
the
Qualification
and Course

An effective qualification/course induction must be provided to all learners. The induction is required to ensure that learners have an appropriate understanding of:

- the individual members of the centre’s workforce and what their role will be
- the centre’s policies, statements and procedures; which as a minimum must cover:
 - Health and Safety Policy
 - Equal Opportunities Policy
 - Data Protection Policy
 - Quality Assurance Policy
 - Malpractice/Maladministration Policy
 - Appeals reporting and handling procedure
 - Complaints reporting and handling procedure
 - A Communication Statement and 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 of the qualification (refer to the units within the appendix of this specification to review the breadth of the units and learning outcomes which must be covered)
- the learning and assessment strategy, programme and individual learning and assessment plans
- any links to National Occupational Standards, key core/practical skills (as appropriate)
- the position of the qualification in relation to others and any progression opportunities available to them in the event that they are successful in achieving this qualification
- any quality assurance (IV or EV) activities that are scheduled.

It is recommended that learners are provided with an induction pack or booklet containing the information outlined above. However it is accepted that to reduce the costs of the qualification learners may be signposted to a website where this information is held. In this instance, learners must be made aware of the content of the information above, having attended the course induction.

Section four – Requirements for training and assessment	
<p>QCON 4.1 The Recommended Training and Assessment Hours</p>	<p>To achieve the qualification it is a requirement that all four mandatory units are completed, giving learners ten 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 62 - 90 hours, depending upon learners' needs and the structure of the programme of learning. 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.</p>
<p>QCON 4.2 The Training and Assessment Environments</p>	<p>The training and assessment environments must follow the requirements of expected health and safety practices detailed in the relevant industry publications. A suitable venue should be used to conduct classroom activities, with sufficient desk areas for learners to work and adequate spacing between learners. The room should be in a suitably quiet, undisturbed location with adequate heating, lighting and ventilation.</p>
<p>QCON 4.3 The Training and Assessment Strategy</p>	<p>Centres must ensure that they have in place and are able to effectively implement an appropriate delivery and assessment strategy where learners are provided with appropriate means of gathering and/or providing evidence of knowledge and competence. This delivery and assessment strategy must incorporate a plan to ensure that learners have the opportunity to complete all learning outcomes and assessment criteria as stipulated within <i>The Level 2 Award in Leadership through Football (QCF) Unit Specifications</i> within their period of registration.</p> <p>All assessment components for this qualification are required to be submitted by learners within appropriate timescales established by the centre within the assessment strategy, ensuring the assessment plan incorporates provision for reassessment(s) within the learner's registration period.</p> <p>The strategy must ensure that there is a system in place by which to ensure that learners devise a learning and assessment plan which enables them to set targets related to their achievement of the qualification. Learner's progress towards these plans should be regularly monitored. Where required, assessors must revise the plans in line with learners' needs, while ensuring that learners are able to complete the qualification within their period of registration.</p>
<p>QCON 4.4 The Training and Assessment Programme</p>	<p>Centres are required to use the recommended outline programme of training and assessment contained within this specification, adapting it only where necessary to meet the specific needs of individual learners. In delivering the programme of training and assessment, centres are required to ensure that they use the detailed FA Tutor guidance as provided by the qualification development partner FA Learning in which all the learning outcomes and assessment criteria are covered accordingly, learners' individual needs are considered.</p>

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QCON 4.5 The Assessment Specification	To achieve the qualification, learners are required to have for each unit assessed evidence of:	
	L2ALTF 01 – Lead Football Activity Sessions	<p>This unit must be assessed through learners 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"> • activities for developing Movement and Handling • activities for developing FUTSAL • adapted activities for disabled players • football activities young players. <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 learners 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 learners completing a number of tasks which confirm their 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>	

Section four – Requirements for training and assessment

	<p>L2ALTF 04 – Contribute to the organisation and delivery of a football event for young people</p>	<p>The unit must be assessed through the observation of learners 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"> • FUTSAL and Mini-soccer activities • adapted activities for disabled players. <p>The event should last at least a half day and may be part of a larger sports development event.</p> <p>Learners must complete two different roles within the event workforce, one of which is likely to be an activity leader. Learners 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>
<p>QCON 4.6 The Assessment Methods and Materials</p>	<p>Assessment methods which have been reviewed for construct validity for this qualification include:</p> <ul style="list-style-type: none"> • completion of portfolio (containing practical tasks and written assignments) • practical demonstration. <p>1st4sport have developed assessment materials in consultation with the qualification development and delivery partner FA Learning, specifically to meet the needs of the identified assessment methods. It is required that the centre uses these methods and materials to promote consistency of standards across the delivery of the qualification. The standardised assessment materials are provided within the <i>1st4sport Level 2 Award in Leadership through Football (QCF) Learner Pack</i>. Guidance on how to use these materials is provided within the <i>Level 2 Award in Leadership through Football (QCF) FA Tutor/Assessor/Verifier Guidance</i>.</p>	
<p>QCON 4.7 Alternative Assessment Methods and Materials</p>	<p>In certain circumstances, a centre may deem the assessment methods identified by 1st4sport as inappropriate for a particular learner or group of learners based upon their specific needs. In these circumstances the centre is required to report this to their external verifier. In doing so they must provide details on alternative methods and a related justification for this. The centre is also required to provide an alternative version of the materials where necessary, accompanied by a mapping template to demonstrate how all of the assessment criteria is covered. Finally, the centre must provide assessor guidance which is clear, and with unambiguous criteria against which Learners' levels of attainment will be differentiated. The external verifier will review the construct validity of the methods, the face and content validity of the materials.</p>	

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In addition the external verifier will check that in developing the materials the centre has:

- considered the age of Learners who may reasonably be expected to take the qualification
- considered the level of the qualification
- considered the objective of the qualification
- considered the knowledge, skills and understanding required to successfully achieve the qualification

The external verifier will also ensure that:

- the assessment materials enable Learners to demonstrate their level of attainment
- the assessment materials are clear and unambiguous (unless ambiguity forms part of the assessment)
- the assessment materials are not likely to cause unnecessary offence to Learners
- the assessment materials will not disadvantage a learner
- the assessment materials use language within the assessment tools which is clear
- the assessment materials are in English (where there is a demand for this qualification to be in Welsh or Irish, centres should contact 1st4sport directly to report this)
- the content of the assessment materials are fit for purpose in line with the purpose of the qualification
- the content of the assessment materials is appropriate for the methods of assessment
- the content is consistent with all details and standards outlined within the qualification specification
- the Level of demand is consistent across all of the materials provided
- the Level of Demand across the assessment tools is consistent with the Level of Demand outlined within the 1st4sport materials

The original materials provided by 1st4sport within the *1st4sport Level 2 Award in Leadership through Football Learner Pack* and within the written assessment papers, have been subject to a rigorous review to ensure that the above criteria have been compiled with. To ensure these standards are maintained these checks must be applied to all assessment materials used on any 1st4sport qualification. Therefore, the external verifier will ensure that they complete their review using a standardised compliance report.

This will be done within 20 working days of receipt. Therefore the Centre must ensure that in these circumstances they forward all details to the external verifier a minimum of two calendar months prior to the start date of the course on the basis that the external verifier may not agree the outcomes, or may require significant additional details to be provided to ensure that the qualification standards are fully maintained. The external verifier will report all outcomes to both the centre and the allocated 1st4sport Qualification Development Manager.

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	Upon confirmation that the alternative methods and materials are agreed, the centre must understand that reasonable adjustments may still need to be made dependent upon each learner’s individual needs. To do this the centre must access <i>Athena</i> , the 1st4sport quality assurance system, submitting the access arrangements form to make the request.
QCON 4.8 Eligibility of Learners to Attend for Assessment	All learners are eligible to complete the internally assessed portfolios tasks for this qualification via attendance on the programme of training and assessment. However all learners must have successfully completed their portfolio tasks prior to being eligible to attend for their final practical demonstration.
QCON 4.9 Assessment Preparation and Briefings	Centres are required to ensure that all learners are prepared for their assessments. Therefore, prior to all assessments, the learners should be thoroughly briefed as to the format of the assessment, what is expected of them and the assessment criteria being used.
QCON 4.10 Assessment Conduct	Centres are required to ensure that all assessment activity is conducted in accordance with the assessment conditions to ensure that the assessment is fit for purpose in line with the specification. Centres must therefore ensure that Learners complete the assessment under these conditions. Practical sessions and observations should be conducted in line with the details provided within the <i>1st4sport Level 2 Award in Leadership through Football (QCF) Learner Pack</i> and in accordance with the <i>1st4sport Level 2 Award in Leadership through Football (QCF) FA Tutor/Assessor/Verifier Guidance</i> . The only exceptions relate to learners who have been granted Reasonable Adjustments or Special Consideration in which case they may have been prescribed alternative conditions which must be complied with.

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<p>QCON 4.11 Assessment Marking and Evidence Authentication</p>	<p>Centres must ensure that on delivery of every assessment, the assessors allow each specified level of attainment detailed in the specification to be reached by a learner who has attained the required level of knowledge skills and understanding. All admissible evidence generated by Learners (or included as evidence generated by Learners as a contribution to group/peer work) is required to be assessed towards the achievement of the qualification.</p> <p>Assessment decisions should be made according to the VACS (valid, authentic, current, sufficient) rules of evidence, in order to ensure that learners demonstrate appropriate levels of competence/knowledge and understanding.</p> <p>Assessment decisions are also required to be reliable, and must promote consistency and equality across learners. Details on what is classed as admissible evidence, and the quantity and type of the evidence required is clearly outlined within the <i>1st4sport Level 2 Award in Leadership through Football FA Tutor/Assessor/Verifier Guidance</i> and in accordance with the assessment specification.</p> <p>Upon receipt of each Learner’s evidence, Centres must ensure that they have systems in place by which to authenticate the evidence as belonging to that Learner. Additionally, a written declaration that learner evidence is authentic and that assessment took place under the conditions or in the context set out in the individual qualification assessment specification (contained within the Learner Pack) must be countersigned by assessors and learners.</p>
<p>QCON 4.12 Assessment Feedback</p>	<p>At the conclusion of the assessment learners should be given an outcome accompanied with concise, constructive, directive feedback and an action plan for their further development.</p>

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<p>QCON 4.13 Eligibility of Learners for Special Consideration</p>	<p>Learners who are disadvantaged or were unable to complete or attend their assessment due to emotional/physical difficulties or adverse circumstances are eligible request special consideration via the 1st4sport special consideration process. Centres may make the special consideration request on behalf of their learners, or alternatively due to the nature of some of the requests, learners may apply directly to 1st4sport. To obtain the web based 1st4sport <i>Special Consideration Request</i> learners should be directed to the learner tab of the 1st4sport Website www.1st4sportqualifications.com selecting <i>Access Arrangements</i>. They should then insert details of their request into the web based <i>Special Consideration Request Form</i> selecting <i>Submit</i> to forward it to 1st4sport for review.</p> <p>In the event that a centre wishes to make a request on behalf of a learner, they should access <i>Athena</i>, the 1st4sport web based quality assurance system, and complete the <i>Special Consideration Request Form</i> selecting submit to forward it 1st4sport for review.</p>
<p>QCON 4.14 Attainment Levels and Eligibility for Certification</p>	<p>Learners' knowledge and competence must be assessed against the assessment criteria of the qualification in line with the Assessment Specification. This allows each specified level of attainment detailed in the specification to be reached by a Learner who has attained the required level of knowledge, skills and understanding. Centres must have systems in place to ensure that the result of each learner's assessment reflects the level of attainment demonstrated by that learner in the assessment.</p> <p>Once learners have successfully completed all of the assessment components of the qualification, and this is confirmed by the assessor, they are then eligible for certification. Note that where the centre's internal verification sampling plan requires that moderation of evidence is required to be conducted, the outcomes must not be confirmed to any of the learners until any actions as required by the Internal Verifier have been fulfilled.</p>
<p>QCON 4.15 Reassessments</p>	<p>Learners who are unsuccessful in any aspect of assessment – theoretical or practical – may be offered a maximum of two opportunities to re-sit the appropriate portion of the assessment within their period of registration with 1st4sport Qualifications.</p> <p>Learners should be aware that recognised centres may levy additional charges for conducting reassessments. 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 (refer to www.1st4sportqualifications.com and select access arrangements within the centre or learner tab to source details).</p> <p>All reassessments must be conducted in accordance with 1st4sport assessment conditions.</p>

Section five - Quality Assurance Conditions	
<p>QCON 5.1 Internal Verification Arrangements</p>	<p>Centres must ensure that they have arrangements in place to quality assure this qualification through internal verification. These arrangements are required to ensure that the assessment remains fit for purpose. Additionally, the arrangements are required to ensure that the criteria against which Learners' performance is differentiated is being applied accurately and consistently by Assessors, across the satellite sites (where this is applicable) regardless of the identity of the Assessor, Learner, or satellite and, over time.</p> <p>Centre's implementation of internal verification arrangements should ensure that any necessary changes to the marking of evidence generated by a learner in an assessment is undertaken where necessary. However in doing so the centre should make checks to ensure that the assessment remains fit for purpose and criteria against which Learners' performance is differentiated is being applied accurately and consistently</p>
<p>QCON 5.2 Internal Verification Strategy and Sampling Planning</p>	<p>The centre is required to have in place an internal verification strategy outlining the strategic objectives that must be adhered to in relation to the quality assurance conditions for this qualification. Additionally, a sampling plan per course/programme must be written and implemented, to enable verification of the consistency and validity of the outcomes of the qualification(s) offered.</p> <p>The internal verification strategy and related sampling plans are required to be documented and agreed by the external verifier allocated to the centre for this qualification to enable effective external quality assurance to take place. Any changes to this plan must be communicated to the allocated external verifier.</p>

Section five - Quality Assurance Conditions	
<p>QCON 5.3 Internal Verification Strategic Objectives</p>	<p>There are a number of overall strategic objectives which propose to ensure that:</p> <ul style="list-style-type: none"> • all personnel with internal verification/moderation responsibilities are suitably qualified to undertake this role • internal verification activities are not conducted by personnel who have had involvement in the training or assessment at a course where they are conducting verification activities • all assessment and internal verification staff are aware of the centre’s internal verification strategy and can facilitate the implementation • a selected sample across 25% of learner evidence and assessor feedback is internally verified from 100% of the courses authorised • all assessors and all types of assessment (including direct observation of assessment practice) are internally verified across all active assessment sites, over a twelve month period • four standardisation activities are conducted annually and focussed on assessment and internal verification • internal verification adopts a risk based approach and those assessor and assessments that are perceived as higher risk experience greater IV interventions and vice-versa.
<p>QCON 5.4 Internal Verification Interventions</p>	<p>The internal verification interventions will aim to ensure the consistency of assessment across all assessors, at all sites in line with the sampling plans and should include:</p> <ul style="list-style-type: none"> ▪ observation of assessments ▪ sampling of assessment evidence ▪ learner interviews (face to face/via telephone) ▪ standardisation activities and/or meetings.

1st4sport commitment to External Quality Assurance

External verification is an integral part of the 1st4sport quality assurance arrangements. Our external verifiers (EVs) are the key mechanism in the establishment and monitoring of recognised centres and qualification approval status.

External Verification Aim

Our verification aim is to ensure our external verifiers are recruited against the following criteria to ensure their competence in fulfilling the role. External verifiers of the 1st4sport Level 2 Award in Leadership through Football (QCF) are required to:

- hold or be working towards an external verification qualification accredited by a recognised awarding organisation
- in addition hold a minimum of the FA Level 2 Tutor Licence.

External verifiers are then trained and deployed to ensure they can effectively monitor recognised centre activity against the *1st4sport Centre Recognition and Qualification Approval Conditions* developed to encompass appropriate statutory regulation the expectations of the qualification development and delivery partner FA Learning.

In deploying our EVs we expect that they comply with our established *External Verifier Code of Conduct* (refer to www.1st4sportqualifications.com for details).

External Verification Objectives for this Qualification

External Verifiers manage and monitor recognised centre activity via the conduct of visits or desk-based reviews reporting on compliance with our recognition conditions and the qualification approval conditions for this qualification contained within this specification. The numbers of visits/reviews are based upon the following objectives. EVs approved to externally quality assure the delivery of this qualification are required to:

- conduct an initial visit to brand new applicant centres before recognition and approval status is granted
- verify direct claims status at the end of the first course for both brand new and existing centres who have just achieved qualification approval status for this qualification
- verify courses at a ratio of 1:6 alternating between visits and desk based reviews for centres. (Note that where centres deliver more than one but less than six courses annually a minimum of one visit must be conducted in that year).

The verification objectives are developed to support our risk-based approach to monitoring. Therefore, if a recognised centre complies totally with our requirements, less monitoring may be completed. However, if a centre does not comply and sanctions³ are applied our Quality Management Team (QMT) will review the situation and may instruct an EV to monitor more frequently to facilitate future compliance and to reduce risks posed to our awarding function, the integrity of the qualifications and to protect the interests of our learners. In these cases the EVs will conduct direct claims status visits to determine whether the centre have achieved their actions.

In addition to the above confirmed objectives, there will be times when it is deemed appropriate that a systems visit to a centre is conducted. This is generally directed at large national centres, however may also be required at the request of the Quality Management Team as a control mechanism by which to prevent any adverse circumstances from occurring and also contributes to our approach to the management of risk.

³ Please access www.1st4sportqualifications.com to review information related to sanctions.

Resources and Information Sources

A variety of online resources are available to support learners:

FA Learning	www.TheFA/FALearning
FA Respect Codes	www.TheFA.com/Leagues/Respect/CodesofConduct
SkillsActive	www.skillsactive.com
SkillsActive Careers	www.skillsactive.com/careers
Directgov	www.direct.gov.uk
UK Sport	www.uksport.gov.uk
Sport England	www.sportengland.org
sports coach UK	www.sportscoachuk.org
SkillsActive Playwork Division	www.playwork.org.uk
Coachwise Ltd	www.coachwise.ltd.uk
1st4sport Qualifications	www.1st4sportqualifications.com

Information on active leisure, learning and well being

Information on issues pertinent to the active leisure, learning and well-being sector and, in particular, the National Occupational Standards (NOS) are available from SkillsActive, the Sector Skills Council for Active Leisure, Learning and Well-being.

Further information on the work of SkillsActive, the sector map or the full range of National Occupational Standards for the industry may be found by contacting:

SkillsActive
 3rd Floor – Castlewood House
 77–91 New Oxford Street
 London WC1A 1PP

Tel: 0207-632 2000
 Website: www.skillsactive.com
 Email: skills@skillsactive.com

Information on the status of qualifications

The Ofqual accreditation status of qualifications offered by 1st4sport Qualifications may vary, all efforts will be made to communicate changes in the status of qualifications via the appropriate media. The full list of qualifications awarded by 1st4sport is either available on request or can be viewed on the Register of Regulated Qualifications following the link:

http://register.ofqual.gov.uk/Qualification/Details/500_8161_5

Communications and contacts

In an effort to reduce the costs of 1st4sport 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.

1st4sport Qualifications Contact Details	
Website:	www.1st4sportqualifications.com
General enquiries e-mail	enquiries@1st4sportqualifications.com
Quality assurance enquiries e-mail:	qmt@1st4sportqualifications.com
Address:	1st4sport Qualifications Coachwise Ltd Chelsea Close Off Amberley Road Armley Leeds LS12 4HP
Telephone:	0113-290 7610
Fax:	0113-231 9606

FA Learning Contact Details

The Football Association Contact Details	
Website:	www.TheFA.com
Enquiries e-mail:	N/A
Address:	Post: The Football Association Wembley Stadium PO Box 1966 London SW1P 9EQ
	FA Learning St. George's Park Newborough Road Needwood Burton upon Trent Staffordshire DE13 9PD www.thefa.com/st-georges-park
Telephone:	0870 8500 424

Skills Active The Sector Skills Council for Active leisure, Learning and Well-being	
Website:	www.skillsactive.com
Enquiries e-mail:	skills@skillsactive.com
Address:	SkillsActive The Sector Skills Council for Active Leisure, Learning and Well-being Castlewood House 77-91 New Oxford Street London WC1A 1DG
Telephone:	020-7632 2000

Additional important contacts	
The Office of the Qualifications and Examination regulator (Ofqual)	www.ofqual.gov.uk
The Register of Regulated Qualifications:	<p>http://register.ofqual.gov.uk</p> <p>The full list of regulated qualifications available from 1st4sport Qualifications is available through accessing the following link :</p> <p>http://register.ofqual.gov.uk/Qualification?recognitionNumber=RN5216</p>
the Department for Business Innovation and Skills (BIS),	www.bis.gov.uk
Department for Education	www.education.gov.uk
Learning Records Service	www.learningrecordsservice.org.uk/

Appendix A: 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.

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>
1	prepare to lead football activity sessions for young people	1.1 gather information to enable adequate preparation for the delivery of football activity sessions 1.2 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 1.3 identify health and safety issues which might impact on the delivery of activities at the chosen venue 1.4 outline, promote and comply with the FA RESPECT Programme 1.5 state how the activity plans might be adapted to accommodate players with particular needs or disabilities 1.6 share and gain approval for the activities with a colleague responsible for the programme
2	lead football activity sessions for young people	2.1 welcome and brief players on the goals, format and timings of the planned football activity sessions 2.2 ensure that they, and the players, are ready and appropriately dressed to participate in the activities 2.3 introduce players to football activities, explaining and demonstrating, where required, using leadership methods appropriate to their needs 2.4 encourage players to ask questions and confirm their understanding of what is required of them in the activities 2.5 support and motivate players in a positive manner throughout the activities 2.6 identify and deal with player injuries or illness via referral to an appropriate colleague 2.7 give the players feedback on their involvement and performance during and at the end of the activities 2.8 conclude the activities within the set time-scales 2.9 maintain players' behaviour within the expectations of the FA RESPECT Programme

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	<p>3.1 at an appropriate time and place, review the activities with the players, helping them to identify and celebrate their achievements</p> <p>3.2 help players identify how their achievements in football sessions can be applied elsewhere</p> <p>3.3 review own performance in the leadership of the activities and identify good practice and areas that might be improved in future sessions</p> <p>3.4 share the players' feedback on the activities and own leadership review with a colleague responsible for the programme</p> <p>3.5 agree with a colleague responsible for the programme a personal action plan for future leadership of activities.</p>

Additional information about the unit

Assessment requirements

The unit must be assessed through learners being observed preparing for, leading and reviewing appropriate football activities for young people which should include one of the following:

- activities for developing Movement and Handling
- activities for developing FUTSAL
- adapted activities for disabled players
- football activities for young players.

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.

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.

Leaders are expected to be assessed on their ability to identify, set-out and put away equipment appropriate to the planned activities.

Additional information about the unit

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:

- young players
- adult players
- spectators and parents/carers
- coaches (and Leaders), team managers and club officials
- match officials.

Mini-Soccer and FUTSAL are modified games which have specific rules. Further information on either is available from TheFA.com

Long-term Player Development Is within football in England described via the 4-corner Model with constituent parts being:

- Psychological
- Social
- Technical
- Physical.

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	1.1 outline the primary rules and facility requirements of small-sided games 1.2 identify the key Laws of the Association Football that apply to small-sided games 1.3 liaise with colleagues to identify responsibilities in the refereeing of activity sessions and small-sided games for young people 1.4 identify their own preparation to referee including equipment and clothing

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>
2	referee football activity sessions and small-sided games for young people	2.1 brief the players and other officials on the rules of the activity or small-sided game 2.2 act effectively in activity sessions and small-sided games as a: 2.3 referee 2.4 assistant referee 2.5 outline adaptations to the game and laws that might be made for players with a disability 2.6 anticipate play and be positioned to maintain a clear view of play in a game situation 2.7 maintain own, players' and others' behaviour within the expectations of the FA RESPECT Programme 2.8 communicate effectively and appropriately with players and others 2.9 apply the Laws of Association Football as appropriate to the activity or small-sided game, making appropriate decisions concerning the application of the laws
3	review and reflect on their refereeing during football activity sessions and small-sided games for young people	3.1 at an appropriate time and place, contribute to the review the activities with the players 3.2 review own performance in the officiating of the activities and identify good practice and areas that might be improved in future sessions 3.3 share the players' feedback on the activities and own refereeing review with a colleague responsible for the programme 3.4 agree with a colleague responsible for the programme a personal action plan for future refereeing of activities.

Additional information about the unit	
Assessment requirements	The unit must be assessed through learners being observed refereeing one small-sided game or football activity for young people.
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"> • young players • adult players • spectators and parents/carers • coaches (and Leaders), team managers and club officials • match officials. 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 The Laws of Association Football and small-sided games.

Additional information about the unit

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 learners.

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 <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>
1	understand how to prepare self and players to play in a game	1.1 identify individuals who can contribute to the effectiveness of a team 1.2 describe how to establish working relationships with team members that helps a team work effectively together 1.3 identify a team philosophy encompassing the FA RESPECT Programme 1.4 identify equipment and football format appropriate to the players and environment 1.5 understand how to make positive contributions to team meetings and discussions 1.6 describe the administrative requirements of running a football team
2	understand how to support players in a game	2.1 describe how to create a positive learning environment for players 2.2 outline how you would guide players as to basic formations appropriate to different game formats 2.3 outline how to resolve disagreements within the team in line with the team philosophy 2.4 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 2.5 describe how to support and motivate players during a game
3	understand how to review own contributions to a team	3.1 describe methods that can be used to review their own contributions to a team 3.2 identify ways in which team work can be improved 3.3 work with a colleague to identify an personal action plan that will: <ul style="list-style-type: none"> • identify personal strengths and weaknesses • priority areas for improvement, further study or skill development • particular actions that will support their understanding how to develop the effectiveness of the team.

Additional information about the unit	
Assessment requirements	The unit must be assessed through learners completing a number of tasks which confirm learners' understanding of how to work with small-sided teams in football.
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"> • young players • adult players • spectators and parents/carers • coaches (and Leaders), team managers and club officials • match officials.

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.

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>
1	contribute to the organisation of a football event for young people	<p>1.1 identify the workforce roles required to deliver a football event for young people</p> <p>1.2 describe the range of activities which could contribute to a football event for different ages and abilities of young people</p> <p>1.3 contribute to the planning of a football event including the identification in an event plan of:</p> <ul style="list-style-type: none"> • event aims • the target group/age ranges • choice of event venue • workforce needs – skill-set and numbers • the event programme • costs and fees • promotion • equipment needs • contingencies. <p>1.4 perform at least two roles that they can contribute to in the chosen event</p> <p>1.5 contribute to the arrangements for the event.</p>

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>
2	contribute to the delivery of a football event for young people	2.1 welcome players and parents/carers to the event 2.2 assist in briefing players on the facility and safety considerations 2.3 make a positive contribution to the event through fulfilment of chosen roles 2.4 maintain own, players' and others' behaviour within the expectations of the FA RESPECT Programme 2.5 ensure the ongoing safety of the venue and activities 2.6 work effectively with colleagues in co-workforce roles 2.7 contribute to the success of the event 2.8 provide information to players on further local football development opportunities 2.9 refer enquiries that cannot be met about development opportunities to an appropriate source 2.10 respond to complaints and suggestions about the event in an appropriate manner 2.11 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
3	review and reflect on their contribution to the organisation and organisation of a football event for young people	3.1 review own performance in the event and identify good practice and areas that might be improved in the future 3.2 contribute to the review of others' contributions and the review of the event as a whole 3.3 share the feedback on the event and own review with a colleague responsible for the programme 3.4 agree with a colleague responsible for the programme a personal action plan for personal development.

Additional information about the unit	
Assessment requirements	<p>The unit must be assessed through the observation of learners 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"> • FUTSAL and Mini-soccer activities • adapted activities for disabled players. <p>The event should last at least a half day and may be part of a larger sports development event.</p> <p>Learners must complete two different roles within the event workforce, one of which is likely to be an activity leader. Learners are expected to be able to identify, set-out and put away equipment appropriate to their role and allocated activities.</p>

Additional information about the unit

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:

- young players
- adult players
- spectators and parents/carers
- coaches (and Leaders), team managers and club officials
- match officials

Mini-Soccer and FUTSAL are modified games which have specific rules. Further information on either is available from TheFA.com

Event Workforce might include learners taking on the role of:

- activity leader
- football referee or assistant referee
- event host
- event administrator
- event treasurer
- event equipment supervisor
- etc.