



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.

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Introduction to 1st4sport Qualifications

1st4sport 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.

This specification should be read in conjunction with the other published documentation for the 1st4sport Level 2 Award in Leadership through Football (QCF) to ensure full understanding of the standards required to be maintained:

- 1st4sport Level 2 Award in Leadership through Football (QCF) Learner Pack (Product ref: LP L2ALTF)

We would recommend that you, and your 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)

The Level 2 Award in Leadership through Football (L2ALTF) 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 leadership 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 Aim

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

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

Qualification Regulation Details

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

Qualification Regulation Dates

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

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, a Learner Pack, 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.

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:

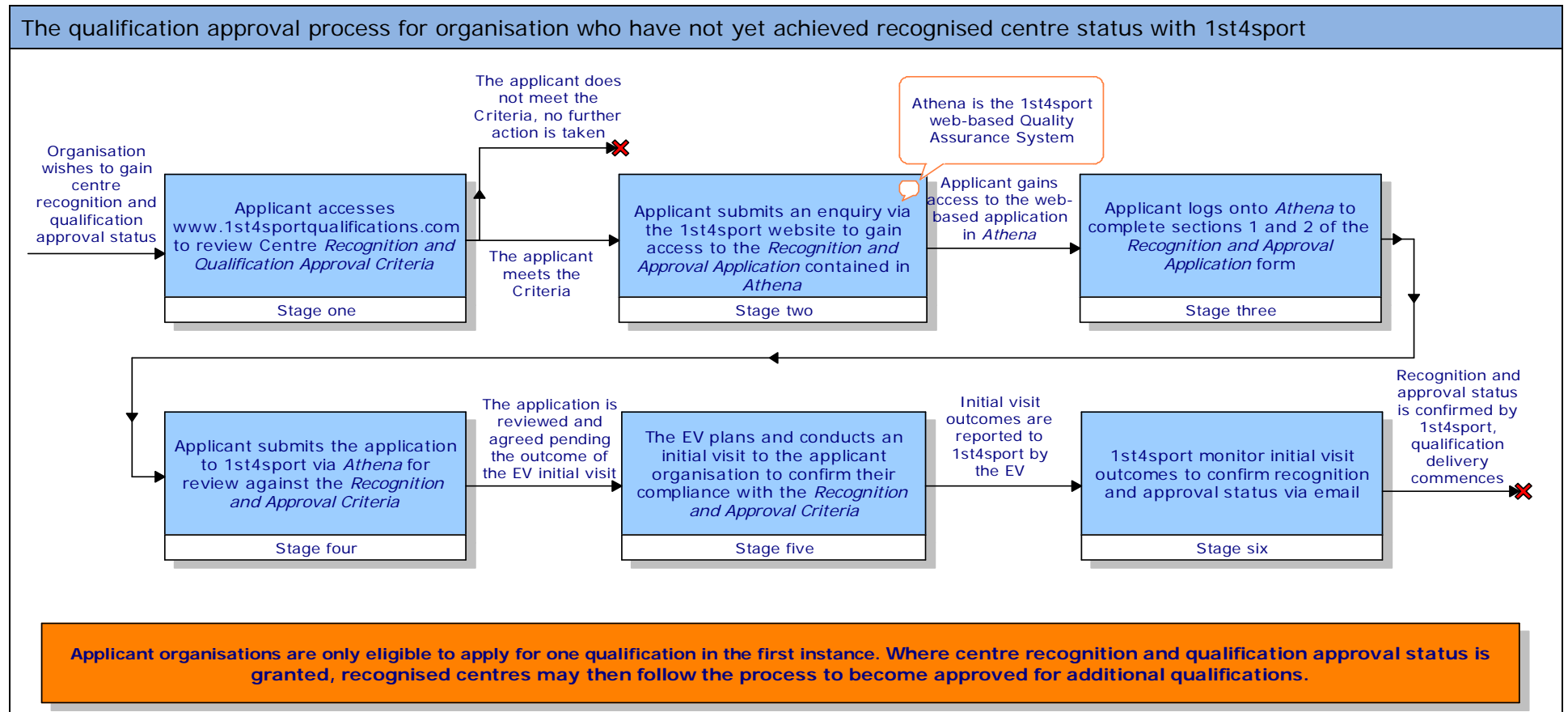
- football activity leadership
- local league administrator
- junior team management
- football festival event coordinator/leader
- football referee.

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.

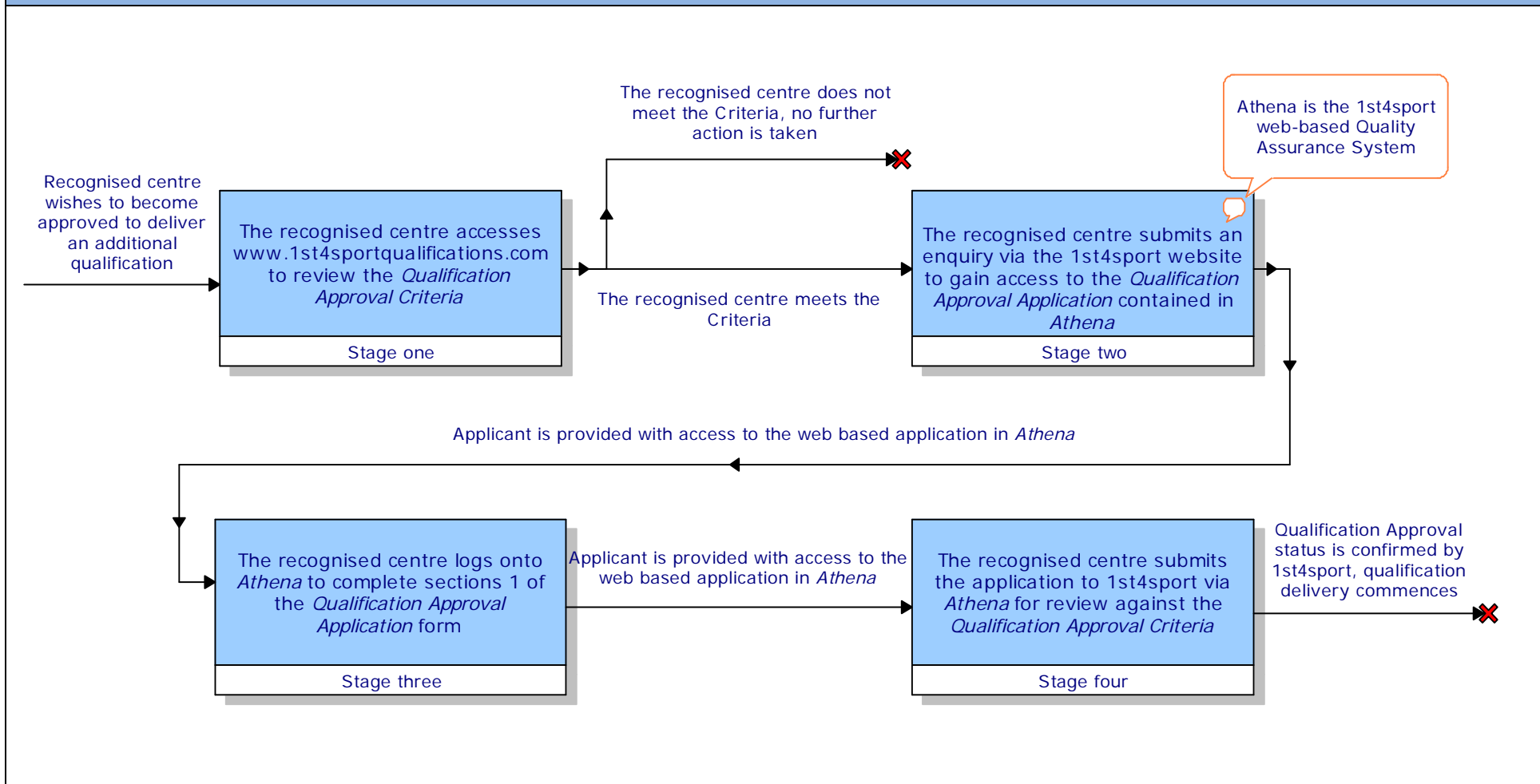
Qualification Approval Process

1st4sport Recognised Centres are organisations accountable to 1st4sport for the assessment of learners on 1st4sport qualifications they are approved to deliver. We 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 1st4sport qualification¹. Where centre recognition and qualification approval status is granted, recognised centres may then follow the process to become approved for additional qualifications.



¹ The 1st4sport recognition and approval process only allows applicants to apply to offer a single qualification. Upon gaining recognition and approval status for one qualification having demonstrated capacity and capability to comply with our recognition and approval conditions, they are then eligible to apply to offer additional qualifications.

The qualification approval process for existing 1st4sport recognised centres who wish to add this qualification to the list of 1st4sport qualification that they are approved to deliver.



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

Qualification Workforce	
The minimum workforce requirements	<p>Organisations seeking approval to deliver the 1st4sport Level 2 Award in Leadership through Football (QCF) 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 tutor/assessor – holding a current FA Leadership through Football Tutor Licence • 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>
Qualification Administrator:	<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>.
Qualification Coordinator:	<p>The Qualification Coordinator is required to have:</p> <ul style="list-style-type: none"> • an understanding of the sport and related quality systems and procedures and • a comprehensive understanding of the <i>1st4sport Recognition Conditions</i> and the <i>Qualification Approval Conditions</i>.
Tutor/Assessor criteria:	<p>For the 1st4sport Level 2 Award in Leadership through Football (QCF) 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 deliver or assess the 1st4sport Level 2 Award in Leadership through Football (QCF), individuals must hold a current FA Leadership through Football Tutor Licence.</p> <p>Recognised Centres may have additional generic criteria and personnel specifications in addition to the above.</p>
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</p>

Qualification Workforce	
	<p>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 and either: <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>
Qualification Training and Assessment Sites	
Health and Safety criteria:	<p>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.</p> <p>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.</p> <p>Recognised Centres' and learners' attention is drawn to the FA Guide on Goalpost Safety included in The FA Grassroots Club Administration handbook.</p>
Facilities criteria:	<p>Any training or assessment site must meet the requirements of accepted safe practice in the sport, detailed in the relevant publications.</p> <p>Training and/or assessment sites must include playing areas that are:</p> <ul style="list-style-type: none"> ▪ 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

Qualification Workforce

- 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.

Gaining 1st4sport direct claims status – the process

Gaining Direct Claims Status (DCS) is when a centre is allowed to process learner certifications directly to 1st4sport without the need for an external verification intervention.

As part of our risk based approach to monitoring, we are not able to grant new centres, or centres who have just achieved approval status, DCS until after they have successfully delivered their first course and had the course outcomes externally verified. To facilitate DCS a 1st4sport external verifier will aim to visit the end of the first course to establish whether the qualification approval conditions and the integrity of the assessment have been complied with. In the event that the EV determines compliance, Direct Claims Status 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 centre will not be eligible to claim for certification of their learners without the assessment outcomes being reviewed by an external verifier. Direct Claims Status can 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 via *Athena*, the 1st4sport web-based quality assurance system.

The 1st4sport Level 2 Award in Leadership through Football (QCF) Qualification 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		
The workforce	Minimum workforce and criteria	<p>Organisations seeking approval to deliver the 1st4sport Level 2 Award in Leadership through Football (QCF) 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 tutor/assessor – holding a current FA Leadership through Football Tutor Licence • 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>
	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.
Sites, facilities and equipment	It is required that all delivery and assessment sites, facilities and equipment continue to comply within 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.	

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 leaders.

Section two – Requirements for qualification administration

Engagement with the 1st4sport Awarding Service System

To be able to authorise courses, register and certificate learners you are required to engage with the *1st4sport On-line Awarding Service System* via the Centre Portal a link to which can be found on the 1st4sport website www.1st4sportqualifications.com.

To access the 1st4sport Centre Portal and On-line Awarding Services your centre needs to have registered its interest with us and been issued a system access key of username and password. If you do not have either, or have lost your password, or the system has locked you out (after five unsuccessful attempts) please contact the 1st4sport Recognised Centre Support Team on: Tel: 0113 290 7610 Email: cst@1st4sportqualifications.com. For each log-in we need you to tell us:

- The name of your Recognised Centre and ideally its 1st4sport Centre Number
- A chosen Username
- An email address for the user - where your password, automatic confirmations and updates will be sent.

When you have your system access key you 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

Once you have access to the system you will then be able to create access for other users with your centre.

Section two – Requirements for qualification administration	
Course Authorisation/ Resource Notification	<p>Course/programme authorisation (which includes notification of resource needs) is one of our <i>On-line Awarding Services</i>.</p> <p>You 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 your course you are encouraged to seek authorisation well in advance of the 20 working-day deadline. However, if you do access this service between 10 and 19 working days before the start of course we will automatically upgrade you 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.</p> <p>To ensure that you do not unintentionally access the <i>Fast Track</i> service, you are encouraged to seek delivery notifications on any emails relating to course authorisation. If you do not wish to take advantage of the <i>Fast Track</i> service for course/programme authorisation (and resource notification), you must ensure that your requests are received by 1st4sport via the centre portal a minimum of 20 working days before the start date of the course/programme.</p>
Registration of learners	<p>Registration of Learners is another of our <i>On-line Awarding Services</i>. You 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>Centres are required to have arrangements in place to obtain on behalf of its learners a Unique Learner Number (ULN) (England only) which should be reported to 1st4sport during the registration process. Further information on ULNs can be requested from the Learning Records Service.</p>
Supervision of Learner Registration Periods	<p>Centres are required to ensure learners are informed of the registration period for this qualification, which is two years. Learners must have completed their programme of learning and assessment, and have applied for certification through the centre within that period. Learners who do not complete within this timescale are not eligible for certification. 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 follow apply via our special consideration procedure.</p>

Section two – Requirements for qualification administration	
Course Postponement/ Cancellation	The centre is required to inform 1st4sport if a course/learner cohort is postponed or cancelled. The Course Postponement/Cancellation Form must be completed in either instance and forwarded to cst@1st4sportqualifications.com . 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-authorized via the online services once the dates have been confirmed.
Course Terminations	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). Where a 1st4sport course/programme is terminated, the Course/Programme Termination Report Form must be completed and sent to 1st4sport.
Learner Transferrals	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 or there are no further opportunities at the centre for some time). In the event that a learner is eligible to move centre, all assessment other than the final practical assessment must have been completed via the original centre. The original centre must then provide a statement of authentication to the new centre, confirming that the assessment is authentic and reliable. The new centre must ensure the final practical assessment occurs in line with all related 1st4sport requirements. The original centre must not disadvantage learners by not allowing them to move if an appropriate rationale is provided simply because the new centre will obtain the learner statistic. In these instances the <i>Learner Transfer of Centre Report Form</i> must be forwarded to 1st4sport to determine eligibility to transfer.
Learner Withdrawals	The centre is required to ensure that where a learner leaves midway through the course/programme, the centre will make appropriate provision for the course/programme to continue for other learners. For each learner that withdraws from a course, this must be reported to 1st4sport via the Learner Withdrawal Report Form per learner which must be forwarded to the cst@1st4sportqualifications.com .
Learner Certifications	<p>You should use the <i>1st4sport Centre Portal</i> a link to which can be found on the 1st4sport website.</p> <p>The 1st4sport User Guide 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	
Learner Pre-requisites to registration and certification	Learners are required to be aged 14 years or over, prior to registration.
Recognised Prior Learning (RPL) ²	<p>A centre's system for the initial assessment of learners must ensure that learners' achievement is evaluated and confirmed to ensure an appropriate learning strategy for each person.</p> <p>On occasions a centre may identify that a learner has other experiences or qualifications which could be classed as recognised prior learning and could enable the learner to be exempt from attendance on some aspects of the learning for this qualification. In these cases, the centre must complete the <i>1st4sport Recognised Prior Learning Review Form</i> providing all details and forward it to enquiries@1st4sportqualifications.com where this will be reviewed and outcomes provided within 20 working days.</p>

² Recognised prior learning is only granted at the discretion of the centre on the basis that this qualification is often delivered as part of a holistic learning and assessment package where a specific number of learners are required to facilitate the programme. On this basis, centres must ensure at the start of the course that learner's understand that they are not able to provide an alternative programme that their attendance across the breadth of the activities is essential.

Section three – Requirements for initial assessment of learners and their inductions	
Credit Accumulation and Transfer (CAT)	<p>Credit accumulation refers to the process of putting together a combination of 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 qualification towards the achievement requirements of another qualification. A centre's system for initial assessment of learners normally requires that any opportunities for CAT are confirmed. However; for this qualification there are no opportunities for CAT at this time. This has been confirmed on the basis that there are no equivalent or other QCF units which would allow a learner to accumulate or transfer credit via the achievement of all the assessment criteria within any units of this qualification. It is also 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>
Barriers to access	<p>A centre's system 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, sex or sexual orientation.</p> <p>Centres may submit reasonable adjustment requests for learners who believe that barriers exist and 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 and the safety of the learners and participants.</p>
Reasonable adjustments for training and assessment	<p>A centre's system for the initial assessment of learners must identify 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 please refer to the <i>1st4sport Access Arrangements</i> contained within the centre and learner section of the 1st4sport website www.1st4sportqualifications.com.</p> <p>To make a reasonable adjustment request, please access <i>Athena</i> the 1st4sport web based quality assurance system, complete the <i>Reasonable Adjustment Request</i> form and select submit to forward it 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

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 centre's workforce and what their role will be
- the centre's policies, statements and procedures; which as a minimum must cover:
 - The Health and Safety Policy
 - The Equal Opportunities Policy
 - The Data Protection Policy
 - The Malpractice/Maladministration Policy
 - The Appeals reporting and handling procedure
 - The complaints reporting and handling procedure.
- 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 for the course induction.

Section four – Requirements for training and assessment	
Recommended learning hours	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.
Training and Assessment Environments	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.
The Training and Assessment Strategy	<p>A centre 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>L2ALTF 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>
The Training and Assessment Programme	The centre should produce an outline programme of learning and assessment for the qualification; available to be adapted to meet the needs of individual learners and their employers/workplace. 1st4sport external verifiers will look to ensure that programmes cover the learning outcomes of the qualification and meet the learners' needs.
Individual Learning and Assessment Plans	A centre is required to have in place a system to assist learners devise their own learning and assessment plans which enable them to set targets related to the 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.

Section four – Requirements for training and assessment

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	The unit must be assessed through learners being observed refereeing one small-sided game or football activity for young people.
	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>
Assessment Methods and Materials	<p>Methods used to assess this qualification include:</p> <ul style="list-style-type: none"> • completion of tasks and assignments • observation of performance • peer review.

Section four – Requirements for training and assessment	
Assessment briefings and feedback	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. At the conclusion of the assessment they should be given an outcome (if appropriate), feedback and an action plan for their further development.
Learner record of achievement	Learners are provided with an outline of the qualification, detail of the units, their learning outcomes, assessment criteria and requirements, with a means to record the achievement of each unit. Learners will be required to generate evidence of their assessments which should be stored in their Learner Pack and the outcomes recorded on the learner's Record of Achievement page.
Eligibility of learners for special consideration	Learners who are disadvantaged or were unable to complete or attend their assessment due to emotional/physical difficulties or adverse circumstances are eligible request assistance 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 specific consideration request form learners should be directed to the learner section of www.1st4sportqualifications.com .
Eligibility of learners for certification	Learners' competence must be assessed against the assessment criteria of the qualification. Once learners have successfully completed all of the assessment components of the qualification, they will be eligible for certification.
Reassessments	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 two-year period of registration with 1st4sport Qualifications. 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.

Section five - Quality Assurance Conditions	
Internal verification policy	<p>Centres are required to have an internal verification policy in place which makes reference to this qualification and ensures that internal verification activities are clearly documented, consistent with national requirements and ensure the quality and consistency of assessment. The policy must ensure:</p> <ul style="list-style-type: none"> • the accuracy and consistency of assessment decisions between assessors (where there is more than one) within the centre • that the assessors are consistent in their interpretation and application of the assessment criteria, as specified in this specification. • the internal verification strategy related to this qualification is effectively implemented.
Internal verification strategy and sampling planning	<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>
Generic strategic objectives for internal verifiers	<p>There are a number of overall strategic objectives which propose to ensure:</p> <ul style="list-style-type: none"> • all personnel with internal verification/moderation personnel are suitably qualified to undertake this role • that all assessment, internal verification and/or moderation personnel are aware of the centre's internal verification policy and strategic objectives and can facilitate the implementation • assessment/internal verification/moderation personnel development needs are taken into consideration • that records and documentation of assessment, internal verification and moderation decisions are maintained for internal standardisation exercises and for external verification purposes for a period of five years and held within the respective recognised centres.
Sampling related strategic objectives for internal verifiers	<p>The strategic objective related to the sampling of courses requires that centres will internally verify an appropriate proportion of learners' achievements. Compliance will be monitored by the designated 1st4sport External Verifier.</p>

Section five - Quality Assurance Conditions	
<p>Assessment and quality assurance strategic objectives for internal verifiers</p>	<p>The strategic objective related to the sampling of assessors and assessment requires that:</p> <ul style="list-style-type: none"> • all assessors within centres, are internally verified across all active assessment sites, over a twelve-month period • that developing and newly qualified internal verifiers are given the necessary support to fulfil their duties effectively • all methods of assessment (including direct observation of assessment practice) are quality assured • internal verification is based upon a risk management approach and those assessments that are perceived as higher risk experience greater IV interventions and vice-versa.
<p>Internal verification Interventions and sampling plans</p>	<p>The internal verification interventions will aim to ensure the consistency of assessment across all assessors, at all sites.</p>

Recommended Outline Learning Programme

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

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.

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 centre and qualification approval status.

The 1st4sport external verification aim

Our verification aim is to ensure our external verifiers are effectively trained and deployed to manage and monitor recognised centre activity against the 1st4sport recognition and approval conditions which are developed to encompass appropriate statutory regulation and the expectations of the qualification development and delivery partner The Football Association.

To achieve our verification aim we have explicit recruitment, induction and performance management procedures in place to ensure standards are maintained. In deploying our EVs we expect that they comply with our established *External Verifier Code of Conduct* (refer to the www.1st4sportqualifications.com for details).

External verifiers of the *1st4sport Level 2 Award in Leadership through Football (OCF)* will be employed by 1st4sport Qualifications and meet the general specification for continued employment in the role. In addition hold a minimum of the FA Level 2 Tutor Licence or home nation equivalent.

The 1st4sport 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 for 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 1:4 alternating between visits and desk based reviews for centres

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. If, however, 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.uk sport.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

Support Materials and References for the Qualification

The qualification is supported by the following:

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

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

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?recognitionNumber=RN5216>

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
Postal Address:	1st4sport Qualifications Coachwise Ltd Chelsea Close Off Amberley Road Armley Leeds LS12 4HP
Telephone:	0113-290 7610
Fax:	Fax0113-231 9606

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
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
Postal Address:	SkillsActive The Sector Skills Council for Active Leisure, Learning and Well-being 6th Floor 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:	http://register.ofqual.gov.uk The full list of regulated qualifications available from 1st4sport Qualifications is available through accessing the following link : http://register.ofqual.gov.uk/Organisation/Details/RN5216
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	<p>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:</p> <ul style="list-style-type: none"> • activities for developing Movement and Handling • activities for developing FUTSAL • adapted activities for disabled players • football activities for 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 a group of up to two leaders working together, with a minimum of 12 and maximum of 24 players.</p> <p>Leaders are expected to be assessed on their ability to identify, set-out and put away equipment appropriate to the planned activities.</p>

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

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:

- FUTSAL and Mini-soccer activities
- adapted activities for disabled players.

The event should last at least a half day and may be part of a larger sports development event.

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.

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.