

# Qualification Specification

Focus Awards Level 3 Award in Instructing  
Sports Specific Conditioning (RQF)

603/3324/8



Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

## Contents

Qualification Details .....	3
Qualification Purpose.....	3
Learner Entry Requirements .....	3
Age Ranges.....	3
Geographical Coverage .....	3
Reasonable Adjustments and Special Considerations .....	4
Assessment Methods .....	4
Progression Routes.....	4
Grading.....	4
Useful websites and supporting materials.....	5
Qualification Structure/Rules of Combination .....	5
National Occupational Standards.....	5
Appendix A: Units .....	6
Appendix B: Assessment Guidance .....	11
Appendix C: Guidance on observed assessments .....	18

## **Focus Awards Level 3 Award in Instructing Sports Specific Conditioning (RQF)**

### **Qualification Details**

QAN: 603/3324/8  
GLH: 30

TQT: 40  
Credit: 4

### **Qualification Purpose**

The Focus Awards Level 3 Award in Instructing Sports Specific Conditioning (RQF) is aimed at learners aged 16 or over. The qualification will provide learners with the knowledge and understanding required to plan, design and instruct an effective sports conditioning session. The qualification also covers biochemical demands, physiological responses and the role of nutrition related to the learners sport.

### **Learner Entry Requirements**

There are no specific entry requirements for this qualification.

Focus Awards does not set any other entry requirements but training providers or colleges may have their own guidelines.

### **Age Ranges**

Learners must be 16 years or over.

### **Geographical Coverage**

This qualification is available in England.

## Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'.

<http://www.focusawards.org.uk/wp-content/uploads/2016/08/Reasonable-Adjustments.pdf>

## Assessment Methods

The Focus Awards Level 3 Award in Instructing Sports Specific Conditioning (RQF) is **internally assessed**.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include;

- Assessor observation
- Witness Testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

## Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- Focus Awards Level 4 Certificate in Strength and Conditioning

## Grading

Once all the units have been achieved, a pass is awarded.

## Useful websites and supporting materials

- [www.focusawards.org.uk](http://www.focusawards.org.uk)
- [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

## Qualification Structure/Rules of Combination

To successfully achieve the Focus Awards Level 3 Award in Instructing Sports Specific Conditioning (RQF) learners must complete all the mandatory units totalling 4 credits.

Unit Title	Unit Ref	Level	GLH	Credit
<b>Mandatory Units</b>				
Principles and theories of sports conditioning	L/617/0942	3	15	2
Practical application of sports conditioning	R/617/0943	3	15	2

## National Occupational Standards

The Focus Awards Level 3 Award in Instructing Sports Specific Conditioning (RQF) is based on the strength and conditioning national occupational standards and identified within each unit guidance.

## Appendix A: Units

## Principles and theories of sports conditioning

**Unit No:** L/617/0942

**Level:** 3

**TQT:** 20

**Credit:** 2

**GLH:** 15

**Unit details:** The aim of this unit is to provide learners with relevant knowledge and understanding of the principles and theories of sports conditioning.

<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the biomechanical demands of the sport	1.1	Explain the biomechanical demands of the sport
		1.2	Identify a range of muscle actions in relation to the sport
		1.3	Discuss the specific movements related to the sport
		1.4	Explain the relevance of sport specific movements in designing training sessions
2	Understand the physiological responses to participation in the sport	2.1	Explain the role of energy systems for different sport
		2.2	Describe the structure and function of the nervous system related to the sport
		2.3	Explain the adaptations of the nervous system to the sport
		2.4	Explain the effects of overtraining
3	Know how to undertake appropriate preactivity screening	3.1	Identify appropriate information about the client
		3.2	Describe information about the client
		3.3	Identify specialist sources of additional information when working with sport specific clients
		3.4	Identify appropriate referrals to relevant professionals as require
4	Know how to design a sport specific periodised	4.1	Describe the principles of training for a sport specific programme

	programme	4.2	Outline specific phases of the sport specific programme
		4.3	Explain the value and importance of sport specific warm-ups and cool downs
		4.4	Outline the relevance of motor skill analysis when designing sport specific training programme
		4.5	Identify appropriate equipment applicable to specific sports
		4.6	Identify appropriate training environments for the sport specific programme
		4.7	Explain the health and safety requirements relevant to the environment and equipment
		4.8	Describe the potential advantages and disadvantages of the sport specific programme
		5	Understand the role of nutrition within a sports specific programme
5.2	Explain the role of nutrition during training and competition		
5.3	Explain the role of nutrition for recovery after training and competition		
5.4	Clarify the importance of hydration in training and competition		
<p><b>Unit Guidance</b></p> <p>SKAEF27</p> <p>Plan, prepare, deliver and review a strength and conditioning programme</p>			

## Practical application of sports conditioning

<b>Unit No:</b>	<b>TQT:</b> 20
<b>Level:</b> 3	<b>GLH:</b> 15
<b>Credit:</b> 2	

**Unit details:** The aim of this unit is to develop the knowledge and understanding a learner requires when planning, designing, implementing and evaluating a physical activity programme.

<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to plan a sport specific training programme	1.1	Collect, record and analyse information about a clients' sport using safe and appropriate methods
		1.2	Discuss when to refer clients to appropriate professionals
		1.3	Plan and agree sporting goals that are appropriate to clients and their current level of physical ability
		1.4	Plan and agree a periodised programme appropriate to a client and their sport
2	Be able to design an effective sports conditioning session	2.1	Carry out a sports specific movement analysis
		2.2	Complete a sport specific motor skills analysis
		2.3	Plan and agree an effective sports conditioning training session appropriate to a client, their sport and their goals
3	Be able to teach an effective sports conditioning session	3.1	Carry out a sports specific warm-up
		3.2	Utilise appropriate sports equipment safely and effectively
		3.3	Use appropriate training environments safely and effectively
		3.4	Demonstrate the use of appropriate sports conditioning

**Focus Awards Level 3 Award in Instructing Sports Specific Conditioning (RQF)**

			techniques
		3.5	Monitor progress against agreed sporting goals
		3.6	Adapt planned activities according to a clients' needs
		3.7	Motivate a client using safe and appropriate techniques
		3.8	Carry out an appropriate cool down
		3.9	Perform appropriate risk assessment throughout the session
4	Be able to evaluate a sports conditioning session	4.1	Monitor progress against agreed sporting goals
		4.2	Suggest appropriate sport specific programme adaptations
		4.3	Recommend appropriate progressions to the sport specific programme
<p><b>Unit guidance</b></p> <p>SKAEF27</p> <p>Plan, prepare, deliver and review a strength and conditioning programme</p>			

## Appendix B: Assessment Guidance

### Guidance for Tutors, Assessors and IQA's

In order to offer any of Focus Awards regulated qualifications your Centre will need to ensure that you have the following:

- Tutor(s)
- Assessor(s)
- Internal Quality Assurers(s)

### Requirements for Tutors:

Tutors should hold, or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS);
- Level 4 award in Preparing to Teach in the Life Long Learning Sector (PTTLS);
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS);
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS);
- Certificate in Education.

Focus Awards will consider other teaching qualifications upon submission.

Tutors must also be able to show the following:

- Relevant technical/occupational competency in the disciplines/units they wish to teach.

### **Requirements for assessors:**

Assessors should hold or be working towards the following:

- Level 3 Award in Assessing Vocationally Related Achievement;
- Level 3 Award in Assessing Competence in the Work Environment;
- Level 3 Certificate in Assessing Competence in the Work Environment;
- A1 qualification (previously D32, D33);

Assessors must also show the following:

Relevant technical/occupational competency in the disciplines/units they wish to assess.

*Please note trainee assessors will require their decisions to be countersigned by a suitably qualified assessor.*

### **Requirements for Internal Quality Assurers (IQA):**

IQAs should hold or be working towards the following:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice;
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice;
- V1 qualification (Previously D34);
- Show relevant technical/occupational competency in the disciplines/units they wish to verify.

IQA's must also show the following;

- Relevant technical/occupational competency in the disciplines/units they wish to assure.

Please note trainee IQAs will require their decisions to be countersigned by a suitably qualified IQA.

## **Exemptions, equivalences, credit transfer and RPL**

With the introduction of the RQF it now enables learners to avoid duplication of learning and assessment through equivalences or exemptions as follows:

- For achievements within the RQF it is possible to transfer credit (equivalence)
- Individuals with certificated achievements outside the RQF can claim exemption from the requirement to achieve credits for designated units
- If a learner has previously achieved the same unit through another awarding organisation, this will be classed as a credit transfer.

In all these cases as the learner has already had their achievement recognised, and will have received a certificate to confirm this, their achievement towards this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and **MUST NOT** be allocated any credit achievement.

**Recognition of Prior Learning (RPL)** is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Therefore the learner is either awarded the unit or can progress straight to assessment without the need for delivery. This will show as a unit achievement on the certificate. For any learner who has previously achieved units that have been approved as Exemptions, Equivalences, and Credit Transfer or will be achieved through RPL it is your responsibility to inform Focus Awards at registration, through the use of the registration excel spread sheet.

The claim must first of all be made to your Centre and it is your responsibility to make the initial consideration – if you are in any doubt you should request advice/clarification from Focus Awards. Upon authorising the request, you must ensure that appropriate evidence and documentation is reviewed, maintained and made available to Focus Awards staff as required.

## **Guided learning hours**

The guided learning hours figure gives the minimum amount of time required to 'deliver' the programme, and includes all times when a member of staff is present to give specific guidance towards learning aims/outcomes, as well as other structured learning time such as directed assignments, supported individual study or practice and assessments. It does not include time spent on learner-initiated work; or time spent by tutors marking assignments where the learner is not present.

## **Total Qualification Time (TQT)**

Total Qualification Time is defined by the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

## **Assessment**

Assessment practices must reflect the Equality and Diversity Policy of Focus Awards and reasonable adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying reasonable adjustments.

Assessment must meet fully all learning outcomes and assessment criteria as described in the qualification specification; although the method of assessment may sometimes be adjusted to cater for learners requiring alternative assessment methods.

## Consistency of assessment decisions

The consistency of assessment decisions, across learners, sites and assessors, is of primary importance in assuring the quality of assessment within a centre. Focus Awards ensures that the following mechanisms are in place to assist this:

- Assessors are qualified or working towards current assessor standards;
- Level 3 Award in Assessing Vocational Achievement or Level 3 Award in Assessing Competence in the Work Environment. Note: D32/33 and A1 is also acceptable;
- Assessors have relevant subject competency in the units that they wish to assess;
- Assessors are observed assessing by qualified IQAs at least once per year;
- Standardisation exercises are carried out within the Centre;
- Centre training days run by Focus Awards include assessment best practice;
- External quality assurance is carried out at least twice per year in each Centre by trained and qualified EQAs.

## Judging authenticity

- Assessors must ensure that the evidence provided by learners is valid, current, sufficient, reliable and authentic;
- Trainers/assessors should ensure that learners sign a declaration that their work is authentic i.e. their 'own unaided work';
- A Record of Achievement document must be implemented to record how the learning outcomes and assessment criteria has been sufficiently covered. By 'signing off' learners' evidence using this document the assessors and IQAs are confirming that the assessment evidence submitted by the learner is authentic and their own unaided work and it is sufficient to meet the stated learning outcomes and assessment criteria.
- Where there is suspicion that the work may not be authentic, the assessor should carry out checks to ascertain its authenticity. For example, oral questioning to check that the learner's knowledge matches the evidence provided.
- Evidence which is deemed to be inauthentic should not be accepted.

## Guidance on re-submission of learner assessment

- There is no limit to the number of times that work may be resubmitted by the learner for assessment;
- However, you may wish to operate your own systems and policies for additional support/advice which may be given to learners who have been unsuccessful on a number of occasions;
- There is no limit to the number of times that assessments may be redrafted by the learner prior to assessment;
- Assessors/tutors may offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly, however, assessors/tutors must not give learners, or lead them to, the correct answers;
- Assessors/tutors should not add to learners' answers in worksheets, etc... where they do not fully meet the required standard. Rather the learner should be asked to add to their answers themselves until they demonstrate competence.

## Use of language and stimulus materials

It is your responsibility as a Centre to provide your learners with suitable resources and assessment materials to support them in their learning journey. They and the language they use should be suitable and appropriate to their needs. They are only appropriate if they:

- Enable learners to demonstrate their level of attainment;
- Require knowledge, skills and understanding which are required for the qualification;
- Are clear and unambiguous (unless ambiguity forms part of the assessment) and
- Are not likely to cause unnecessary offence to learners.

The use of these materials will be reviewed during Centre EQA monitoring visits and in considering whether language and stimulus materials for learning and assessment are appropriate, an EQA will take into account the following:

- The age of learners who may reasonably be expected to take the qualification;
- The level of the qualification;
- The objective of the qualification;
- The knowledge, skills and understanding assessed for the qualification;

- It contains language or content which could lead a group of learners who share a common attribute or circumstance to experience – because of that attribute or circumstance – an unreasonable disadvantage in the level of attainment that they are able to demonstrate in the assessment.

**Please note:**

- That for the creation of manuals or text books, you must show how each of the learning outcomes has been covered and for assessment materials you must adopt an evidence referencing system to show how each of the assessment criteria has been covered.
- For certain qualifications focus awards may provide manuals and learner portfolios for centres to utilise.

## Appendix C: Guidance on observed assessments

### Assessment briefing

When carrying out a planned observed assessment, it is essential that the assessor carries out a briefing prior to the assessment. The assessment briefing should cover the following information:

- Where the assessment will take place;
- How the assessment will be conducted;
- What evidence the learner is expected to produce;
- Documentation which forms part of the assessment process;
- When and where the feedback session will take place;
- What to do if the learner does not agree with the assessment decision (appeals procedure);
- The assessor should also encourage the learners to ask questions or seek clarification on anything relating to the planned assessment. If there are others involved in the assessment process (e.g. clients) they should be part of the assessment briefing.

The assessment briefing can be carried out in a one to one or in a group situation. If this is conducted in a group situation, then the assessor will briefly confirm the process with each individual before the assessment starts.

### Observing the learner

Observation is the main method of assessing practical competence and involves the assessor observing the learner carry out the planned assessment. When carrying out an observed assessment, the assessor should abide by the following guidelines:

- Involve the learner in their own assessment;
  - Complete an adequate briefing;
  - Use an assessment checklist or an approved assessor report;
  - Ensure a good observational position is adopted to enable you to see/hear appropriately;
  - Avoid becoming involved in the assessment process except in instances of health and safety or when 'moving on';
- Please note, assessors are not allowed to move learners on, if it is an NVQ assessment.**

- When 'moving on', stick to the phrase 'thank you, can you move onto the next exercise please'. Avoid using phrases such as 'that's great' or 'well done' – this could give an indication of performance;
- Ensure sufficient time is planned to give feedback/assessment decision after the assessment;
- Use a method of recording the observation that is as unobtrusive as possible. Rustling papers can prove disruptive in a quiet environment where people are concentrating on what is being assessed;
- Be seen to be observing, never eat, talk to other people, text on a mobile phone or any other such action which will distract from your observation;
- Avoid using positive/negative body language – this could give an indication of performance;
- Avoid assessing in noisy environments;
- Please ensure that the feedback session to provide feedback on the learner's performance is conducted in an appropriate place e.g. comfortable and quiet environment.

### **Suggested stages of an observation Focus Awards Level 3 Award in Instructing Sports Specific Conditioning (RQF)**

- **Step 1**  
Assessment briefing
- **Step 2**  
Summative Observation
- **Step 3**  
Learner/Client Feedback
- **Step 4**  
Learner (Instructor) Evaluation with client (15 minutes minimum)
- **Step 5 (Feedback session)**  
Assessor Questions
- **Step 6**  
Assessment Decision (pass/refer)
- **Step 7**  
Assessment Feedback

## Questioning to Assess Knowledge and Understanding

- It is easy to infer a level of understanding by what is seen during an observation, therefore it is essential that assessors question learners if they are ever in doubt about underpinning knowledge;
- However, a question should not be asked if the assessor does not see assessment criteria.
- Questions are divided into two categories:
  - Open questions start with the words, 'How?', 'What?', 'When?', 'Where?', 'Why?' and 'Who?'
  - Closed questions will ultimately result in the learner responding with a 'Yes' or 'No' response. This is not a good technique when assessing a learners underpinning knowledge, as it is very hard for the assessor not to lead learners in this scenario.
- Assessors should always use open questions when assessing knowledge and understanding.
- It is a Focus Awards requirement that all questions asked during assessment are recorded together with learner responses. They must be written out in full and signed and dated by both the learner and assessor.
- It is unacceptable to write next to a question "learner answered correctly". If there was an appeal against your assessment decision, then there would not be a clearly auditable trail of evidence which shows the question that was asked and the learner response.

## Non-Leading Questions

Assessors should be careful not to use questions that could lead the learners by giving them a clue to the right answer. They should also be aware of any preferences or opinions they might hold that could affect the way they ask questions. It is just as easy to lead the learner by the tone or inflection of the voice or by some facial expression or body movement.

## Feedback

- Feedback following assessment should relate specifically to what has been assessed and how the evidence presented meets, or does not fully meet the criteria being assessed.
- Feedback should not include assessor opinion nor should it be a criticism.

- When providing feedback, this should always be positive and constructive and never critical of the learner's performance. When feedback is delivered to the learner it should follow the 'feedback sandwich' (positive feedback, followed by constructive feedback, finished with positive feedback).
- Effective feedback should be a two way process, involving the learner at all times.
- Assessors must give their assessment decision first and never ask a learner 'how did you think the assessment went'. Following this approach will inform the learner of the assessment decision and not give them false hope, if they think they have achieved competence when they have not. The learner can then concentrate on their feedback rather than thinking 'have I passed'.
- Feedback must be given in an appropriate environment e.g. somewhere quiet and comfortable so that the learner can concentrate on their feedback.