**NCFE Active IQ Level 1 Award in Assisting Sport and Physical Activity Sessions**
QN: 603/6347/2



# Qualification Specification

**Version 2.0 –** November 2026

# Qualification summary

| | |
|---|---|
| **Qualification title** | **NCFE Active IQ Level 1 Award in Assisting Sport and Physical Activity Sessions** |
| **Ofqual qualification number (QN)** | 603/6347/2 |
| **Guided learning hours (GLH)** | 28 |
| **Total qualification time (TQT)** | 40 |
| **Minimum age** | 14 |
| **Qualification purpose** | This qualification is designed to provide learners with the knowledge and skills to be able to assist with the planning, preparation and delivery of safe and effective sport and physical activity sessions. |
| **Grading** | Achieved/not yet achieved |
| **Assessment method** | Internally assessed and externally quality assured portfolio of evidence. |
| **Endorsement** | This qualification is endorsed by CIMSPA (Chartered Institute for the Management of Sport and Physical Activity). |
| **Work/industry placement experience** | Work/industry placement experience is not required. |
| **Regulation information** | This is a regulated qualification. The regulated number for this qualification is 603/6347/2. |
| **Funding** | This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider. |

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# Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the website.

## Aims and objectives

This qualification aims to:

- focus on the study of assisting in sport and physical activity sessions
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

## Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

## Guidance for entry

This qualification is designed for learners considering a career in the active leisure sector and learners wishing to assist in the delivery of sport and physical activity sessions.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, there is an element of communication (discussing, presenting, reading and writing) involved, and learners should have basic skills in communication, pitched at level 1.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

## Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **one** mandatory unit.

Please refer to the list of units in appendix A for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification.

## Progression

Learners who achieve this qualification could progress to the following:

- further education:
  - gym instructing qualifications
  - leading health-related activity sessions qualifications
  - leisure operations qualifications
- higher education:
  - apprenticeships within the active leisure sector.

## Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

## Realistic work environment (RWE) requirement/recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

**The work situation being represented is relevant to the competence requirements being assessed:**

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions.

**The learner's work activities reflect those found in the work environment being represented, for example:**

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example customers, service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace.

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of **one** component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in this component of the Level 1 Award in Assisting Sport and Physical Activity Sessions.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

# Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including grading, level, credit and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

# Unit 01 Assist in the planning and delivery of a sport or physical activity session (R/616/7783)

| Assessment | | | |
|---|---|---|---|
| Internally assessed and externally quality assured portfolio of evidence | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 1** | **28 GLH** |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 1. Know the basic principles of leading a safe and effective sport or physical activity session | 1.1 List the basic principles of leading a safe and effective sport or physical activity session |
| 2. Understand the health and safety considerations when preparing to lead a sport and physical activity session | 2.1 List the health and safety considerations when preparing to lead a sport and physical activity session |
| | 2.2 List the types of hazards that can occur during activity sessions |
| | 2.3 Outline how to make safe and effective physical activity choices |
| | 2.4 Identify the purpose of a Physical Activity Readiness Questionnaire (PAR-Q) screening form |
| 3. Understand the main components of an activity session | 3.1 Identify the purpose of a:<br>• warm-up<br>• main session<br>• cool-down. |
| | 3.2 Outline the basic structure of a:<br>• warm-up<br>• main session<br>• cool-down. |
| | 3.3 Identify tests used to determine levels of physical fitness |
| | 3.4 State the differences between static and dynamic stretching |
| | 3.5 Give examples of the advantages and disadvantages of static and dynamic stretching |
| | 3.6 State appropriate exercise/activity selection to achieve muscular balance |
| | 3.7 Identify methods of monitoring intensity, to include:<br>• observation<br>• talk test<br>• heart rate<br>• revised Borg scale. |
| 4. Be able to plan a sport or physical activity session | 4.1 State the aims of the session |
| | 4.2 List the rules and/or techniques involved in the specific activity |
| | 4.3 Plan a sport or physical activity session, to include:<br>• warm-up<br>• main session<br>• cool-down. |
| | 4.4 Gain feedback on your session plan from a qualified instructor |
| 5. Be able to prepare for the sport or physical activity session | 5.1 Assist in preparing the equipment and facilities for the planned session |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 6. Be able to demonstrate assisting in the delivery of a safe and effective sport or physical activity session | 6.1 Assist in leading a safe and effective warm-up for the session |
| | 6.2 Communicate clearly with the participants during the session |
| | 6.3 Assist with leading a safe and effective main component of the session |
| | 6.4 Motivate participants appropriately |
| | 6.5 Assist with leading a safe and effective cool-down for the session |
| | 6.6 Utilise facilities and/or equipment safely during the session |
| 7. Be able to conclude the sport or physical activity session | 7.1 Assist with putting equipment away safely following the session |
| | 7.2 Ensure that facilities are left in good working order |

## NCFE Assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

**Knowledge LOs**

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

**Competence/skills LOs**

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

# Section 3: support

## Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learning resources
- Qualification Factsheet.

## Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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***To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

# Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.


Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

## Mandatory units

| Unit number | Regulated unit number | Unit title | Level | GLH |
|---|---|---|---|---|
| Unit 01 | R/616/7783 | Assist in the planning and delivery of a sport or physical activity session | 1 | 28 |

# Change history record

| Version | Publication date | Description of change |
|---|---|---|
| AIQ005864 | August 2020 | Document published |
| AIQ007217 | May 2026 | Updates made to assessment method; the units are assessed by an internally assessed and externally quality assured portfolio of evidence.<br><br>Minor wording updates have been made to assessment criteria (ACs) across all units to improve clarity and consistency. No changes to learning outcomes (LOs), unit structure or content requirements.<br><br>Guided learning hours (GLH) have been updated from 32 to 28. Total qualification time (TQT) has been updated from 34 to 40. |
| v2.0 | November 2026 | Qualification title changed and template updated to new version. |