



Level 3 Diploma in  
**Sports Development (RQF)**

601/5373/8

## Key Information

Level: 3

Sector: Sports, Leisure and Recreation

Qualification type: Occupational Qualification

Total Qualification time: 640

Credit Value: 64

Guided Learning Hours: 288

Status: Available to learners

Methods of Assessment: Portfolio of evidence

Minimum age: 16

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# Focus Awards Level 3 Diploma in Sports Development (RQF)

QRN: 601/5373/8

GLH: 288

TQT: 640

Credit: 64

## Qualification Purpose:

The Focus Awards Level 3 Diploma in Sports Development aims to recognise competence within the workplace for learners in a sports development role within the active leisure sector.

This qualification is aimed at:

- Learners aged 16+ who have the opportunity to pursue a career in the active leisure industry as a sports development officer.
- Activity leaders that would like a qualification to help them progress to the next level as a sports development officer (learners must be given sufficient responsibilities in order to generate the necessary evidence for their chosen units).
- Current sports development officers that would like a nationally recognised qualification to formalise their experience and skills within their current role.
- Active leisure facilities (leisure centre, local councils etc...) that require their existing sports development staff to hold a nationally recognised qualification to improve their overall management of staff, improve links in the community and general customer service across their establishment(s).

## Age Ranges:

Entry is at the discretion of the centre; however learners should be 16 to undertake this qualification. Learners aged between 16 – 18 may need to be supervised during and on completion of this qualification.

## Geographical Coverage:

This qualification is available in England and Northern Ireland.

## Learner Entry Requirements:

There are no specific entry requirements for this qualification.



## Reasonable Adjustments and Special Considerations:

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'. A copy is available for download from the Focus Awards website at the following url:

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

## Assessment Methods:

This qualification is Internally Assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

- 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:

- Level 3 Certificate in Personal Training

## Supporting Material and Useful Websites:

- <https://focusawards.org.uk/supportingmaterials>
- <https://ofqual.gov.uk>

## Qualification Structure:

The learner must achieve all 40 credits from the 5 mandatory units, plus a minimum of 4 optional units, at least 1 unit of which must come from Option Group 1, at least 2 units of which must come from Option Group 2, and the remaining 1 unit can come from Option

## Mandatory Units:

Unit Title	Unit reference	Level	Credit	Guided Learning Hours
Manage own resources and professional development	M/502/8458	4	5	20
Contribute to strategic development in sport and active leisure	M/503/0534	3	7	23
Provide leadership in sport and active leisure	K/502/9690	5	9	60
Promote equality and diversity in sport and physical activity	T/503/0535	3	15	51
Ensure the health, safety, welfare and security of customers and staff	A/503/0651	3	4	23

## Optional Units 1:

Unit Title	Unit reference	Level	Credit	Guided Learning Hours
Facilitate community-based sport and physical activity	F/503/0652	3	16	73
Support the development of sport and physical activity in education	J/503/0653	4	13	43

## Optional Units 2:

Unit Title	Unit reference	Level	Credit	Guided Learning Hours
Lead and motivate volunteers	K/503/0645	3	10	59
Recruit, select and keep colleagues	H/602/1842	5	12	85
Involve, motivate and retain volunteers	Y/503/0656	3	10	60
Develop productive working relationships with colleagues and stakeholders	A/502/9287	3	4	22
Allocate and monitor the progress and quality of work in own area of responsibility	M/602/1844	4	14	95
Provide learning opportunities for colleagues	K/602/1843	4	11	85
Contribute to the prevention and management of abusive and aggressive behaviour	T/601/1168	3	4	20
Recognise indications of substance misuse and refer individuals to specialists	M/601/0648	3	4	24
Support the efficient use of resources	H/502/8456	4	5	19
Apply for external funding for sport and physical activity	R/503/0655	3	11	58
Manage information for action	K/502/8457	3	6	24
Contribute to evaluating, developing and promoting services	H/602/1839	4	11	85
Plan and organise services	D/502/9685	3	3	15
Manage a project	J/502/9678	4	6	26
Work with others to improve customer service	D/601/1553	3	8	53

# Staff Requirements

## Requirements for Tutors/Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will however; consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

## Requirements for Assessors

Assessors will be required to hold, or be working towards a relevant assessing qualification. This includes qualifications such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally-Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

Focus Awards will however; consider other relevant assessing qualifications upon submission.

Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area

## Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards the following an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will however; consider other relevant IQA qualifications upon submission. Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.

## Handy vocabulary of terms used in this specification

This table explains how the terms used in Focus Awards' Qualification Specification content are applied. Not all terms are necessarily used in this qualification.

Apply	Explain how existing knowledge can be used in new or different situations.
Analyse	Break the subject down into individual parts. Examine each, show how they fit together, whether they support each other and why they're important. Reference to current research or theory may add weight to your analysis.
Clarify	Clearly and concisely explain the information presented.
Classify	Organise in alignment with specified criteria.
Collate	Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically etc.).
Compare	Examine the subjects in detail to identify differences and similarities.
Critically compare	Similar to 'compare' above, but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities.
Consider	Think critically about a presented situation, problem, action or decision, and explain it. Also see 'explain' below.
Demonstrate	Describe or explain knowledge or understanding by providing examples or illustrations.
Describe	Write about the subject, presenting detailed information logically.
Develop...	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Collate and consider appropriate evidence to identify the cause or origin of a situation or problem.
Differentiate	Identify the differences between 2 or more arguments, situations or subjects.
Discuss	Create a detailed account from a range of viewpoints, opinions or perspectives.
Distinguish	Explain the difference between 2 or more items, resources, pieces of information.
Draw conclusions...	Derive a reason or logic based decision or judgement.



Estimate	Use existing knowledge, experience and other relevant information to arrive at an approximate or 'best guess' opinion or judgement.
Evaluate	Examine strengths and weaknesses, consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible.
Extrapolate	Use existing knowledge and data to predict possible outcomes or results that might be outside the expected 'norm'.
Identify	Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility.
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Provide a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Create and record (list) a logical, organised sequence of information, required resources and actions/events that enable a concept or idea to be crystalised and communicated.
Provide	Identify and deliver detailed and accurate information related to the subject.
Reflect	Consider actions, experiences or learning and how these may impact practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding.
Select	Make an informed choice for a specific purpose or required outcome/result.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Provide the main points clearly in sentences or paragraphs.
Summarise	Convey the main ideas or facts concisely.

## Assessor Feedback

Student Name:	
Student Number:	
Course:	
Unit(s):	
Criteria:	
Date:	
Comments:	
Decision:	
Further Actions:	
Assessor:	
Position:	

<b>IQA Report</b>			
<b>Qualification:</b>			
<b>Assessor:</b>		<b>IQA:</b>	
<b>Candidate Name</b>	<b>Unit(s) Sampled</b>	<b>Assessment Methods</b>	<b>Comments</b>
		<b>IQA Signature</b>	
		<b>Assessor Signature</b>	