



Entry Level / Level 1 Foundation Sport and Leisure

Draft Specification

For teaching from September 2027
First award 2029

This is a DRAFT specification. Centres should therefore expect some changes in the final version published in September 2026.

Qualification Information

Qualification title	WJEC Entry Level / Level 1 Foundation Sport and leisure
Qualification objective	To introduce learners to vocational sectors through accessible, practical learning experiences that develop foundational skills, support personal development, and enable progression to further education and training.
WJEC Qualification Code	
QiW Number	
Age groups approved for	14–16, 16–19, 19+
First teaching	September 2027
First certification	Summer 2029

Version	Description	Date
Our specifications may change over time. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.		

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- [Made for Wales WRFQ Qualification Approval Criteria](#) which set out requirements for any new WRFQ qualification Approved for first teaching from September 2027 and beyond.
- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.

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Empowering learners, supporting teachers

As Wales' largest awarding body, we have over 75 years of experience in delivering trusted, high-quality qualifications that support learners, educators, and employers across Wales.

We provide a wide range of bilingual qualifications that are accessible, engaging, and designed to meet the needs of today's learners.

Our qualifications are backed by expert subject teams, high quality resources, and responsive, specialist support. Our work is guided and shaped through close collaboration with schools, colleges, regional consortia, sector experts and Qualifications Wales.

As the only awarding body offering qualifications in every suite of the 14-16 National Qualifications offer, we are proud to play a key role in supporting the Welsh Government's ambition to make education in Wales a source of national pride, and we remain committed to helping every learner achieve their potential and progress with confidence.

A strong foundation for future success

Our Work-Related Foundation Qualifications (WRFQs) are designed to inspire and support learners, offering a two-year programme that is accessible, engaging, and rooted in real-world learning. With a strong emphasis on practical activities and hands-on experience, these qualifications help learners build confidence, develop essential skills, and enjoy meaningful success.

A key feature of our WRFQs is their unitised structure that allows learners to complete some assessments in Year 10 and others in Year 11. This staged approach provides a manageable pace of learning, reduces assessment pressure, and supports steady, meaningful progression.

Our flexible approach to assessment empowers teachers to create meaningful, learner centred assessment activities while ensuring that all learners have fair and appropriate opportunities to demonstrate their achievements. The combination of clearly defined assessment criteria and adaptable task design promotes purposeful learning experiences that support progress, celebrate individual strengths, and reflect the diverse ways learners develop their knowledge and skills.

Our compensatory grading approach, acknowledging that learners may perform differently across the qualification. Our approach enables stronger performance in one area to counterbalance weaker performance in another, contributing to a fairer and more supportive assessment experience.

With content that is relevant, motivating, and tailored to learners' needs, our WRFQs provide a solid foundation for post-16 study.

Whether learners continue in the subject or not, they will gain valuable knowledge, practical skills, and a sense of accomplishment that prepares them for life, learning, and work.

Contents

Summary of assessment.....	5
1. Introduction	6
1.1. Purpose and aims	6
1.2. Curriculum for Wales	6
1.3. Prior learning and progression	7
1.4. Guided learning hours and Total Qualification Time	8
1.5. Use of language.....	8
1.6. Equality and fair access	8
2. Units	10
2.1. Unit format	10
2.2. Learning outcome stems.....	11
2.3. Content	11
2.4. Assessment tasks	11
Unit 1 Introduction to the Sport and leisure Sector.....	12
Unit 2: Sport and leisure in Action.....	26
3. Assessment.....	42
3.1. Assessment tasks	42
3.2. Assessment duration	42
3.3. Evidence requirements	43
3.5. Supervision and authentication	44
3.6. Marking (assessment judgements)	44
3.7. Resubmitting evidence prior to moderation	45
3.8. Malpractice	46
4. Technical information	47
4.1. Unit entry	47
4.2. Qualification entry	47
4.3. Grading and reporting	48
4.4. Resitting assessments after external moderation	49
4.5. Retaking the qualification	49
Appendix A: Opportunities for embedding elements of the Curriculum for Wales	50

Summary of assessment

Unit 1: Introduction to the Sport and leisure Sector Centre marked non-examination assessment
Portfolio of evidence – maximum assessment time of 7 hours Assessed in centre and moderated by WJEC
Unit 2: Sport and leisure in Action Centre marked non-examination assessment
Portfolio of evidence – maximum assessment time of 17 hours Assessed in centre and moderated by WJEC

This is a unitised qualification.

This is a two-unit qualification.

Unit 1 is an introductory unit and should be taught first.

Unit 1 will be available from summer 2028, with Unit 2 available in summer 2029.

The first award of the qualification will be 2029.

1. Introduction

1.1. Purpose and aims

WJEC Work-Related Foundation Qualifications (WRFQs) are designed to meet the needs of learners aged 14 to 16, providing relevant and meaningful learning experiences that reflect their stage of development. The qualifications are firmly rooted in the context of Wales and the Welsh economy, ensuring that learners engage with content that is locally authentic and nationally significant.

WRFQs offer engaging and accessible content and assessment that supports the development of practical skills, knowledge and understanding. By aligning with the Curriculum for Wales, these qualifications contribute to the realisation of its four purposes and principles of progression, helping learners become ambitious, capable, and ready to learn throughout life.

In addition, WRFQs support learners in developing an awareness of employment opportunities and pathways to post-16 study, including vocational courses that lead to occupational competence. This ensures that learners are well-prepared for their next steps in education or training.

The WRFQ in Sport and leisure aims to support learners to:

- promote understanding of the sport and leisure sector, including the range of activities, facilities, organisations and job roles
- embed essential knowledge of participant needs, expectations and behaviours in sport and leisure settings
- foster understanding of the impact of sport and leisure, on health, wellbeing, communities, and sustainable practice
- develop practical skills relevant to the sector, including planning activities, supporting participants, communicating and reviewing performance
- develop problem-solving and planning abilities through supporting activity delivery, understanding and meeting participant needs, responding to feedback and suggesting improvements
- foster transferable employability skills such as teamwork, communication, planning, organisation and positive participant engagement
- prepare learners for progression into further study, apprenticeships or employment in sport and leisure.

1.2. Curriculum for Wales

This WRFQ Sport and leisure qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the [principles of progression](#)¹, along with the [statements of what matters](#)² in the Area of Learning and Experiences for [Health and Wellbeing](#).

In developing this qualification, we have considered where there are opportunities to embed the cross-curricular themes and where there are opportunities for integral skills and cross-curricular skills to be developed. Appendix A provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

¹ Curriculum for Wales - Hwb

² Curriculum for Wales - Hwb

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted in Section 2.3; Guidance for Teaching will include further information on integrating these learning experiences into delivery.

The WRFQ Sport and leisure qualification supports the Curriculum for Wales by:

- supporting the Health and Wellbeing statements of what matters by giving learners the opportunity to:
 - gain a deeper understanding of the concepts underpinning sport and leisure, and their application in Wales
 - learn how physical activity and leisure contribute to health and wellbeing
 - learn how different social, cultural and environmental factors influence participation, inclusion and engagement in sport and leisure activities
 - identify what makes activities, facilities and experiences distinct and suitable for different participants
 - develop an awareness of the interrelationships between physical, social and emotional wellbeing and engagement in sport and leisure
 - build their sense of identity and belonging through participation in local, Welsh and wider community activities
 - heighten their awareness of sustainability and responsible practice within sport and leisure settings
 - develop as self-aware, informed and ethical individuals who reflect on their own and others' wellbeing, attitudes and behaviours
- supporting the Health and Wellbeing principles of progression by encouraging learners to:
 - demonstrate greater independence in planning, organising and participating in sport and leisure activities
 - organise and make links between knowledge of participant needs, wellbeing and activity delivery
 - increase their breadth and depth of knowledge and understanding of sport and leisure concepts
 - explore local, Welsh and wider community contexts to develop an understanding of themselves and their role in promoting health, wellbeing, and inclusion
 - frame questions and use evidence to inform activity planning, decision-making and problem-solving
 - demonstrate a growing ability to transfer existing skills and knowledge into new, and increasingly unfamiliar, practical and workplace contexts

1.3. Prior learning and progression

Although there is no formal requirement for prior learning, this qualification is primarily designed for learners aged 14 to 16, working at entry level of the Credit and Qualifications Framework for Wales (CQFW). It builds on basic skills and understanding developed through earlier learning experiences, typically from ages 3 to 14.

The qualification supports learners in developing essential knowledge, practical skills and confidence, providing a solid foundation for future learning and everyday life. It also prepares learners for progression to further study, training or employment. The inclusion of a Level 1 Pass recognises higher levels of achievement and provides a clear pathway to Level 1/2 qualifications, including VCSE Sport and leisure, supporting continued progression and learner aspiration. In addition, the specification

provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.4. Guided learning hours and Total Qualification Time

WRFQ Sport and leisure has been designed to be delivered within 120 guided learning hours. The qualification has been primarily designed as a 2-year programme for learners in years 10 and 11. Centres have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content within each unit provides an indication of the anticipated percentage of GLH required for each unit.

	GLH
Unit 1	36
Unit 2	84
Totals	120 hours

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the GLH, and additional time spent in preparation, study and some formative assessment activities.

As WRFQs are primarily designed for pre-16 entry-level learners, all learning and assessment within the qualification is intended to be guided. Accordingly, the total qualification time has been set at 120 hours.

1.5. Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Terminology will be updated as needed to ensure it reflects individual identities and fosters respect and accuracy. Language used will be specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to making further amendments, to ensure it accurately represents and supports all individuals. We will inform centres of any amendments and the most up to date version of the specification will always be on the website.

1.6. Equality and fair access

This qualification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of varied assessment formats, clear and unbiased language, and diverse examples that reflect the breadth and diversity of the Sport and leisure sector. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document

Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications, available at www.jcq.org.uk.

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

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2. Units

2.1. Unit format

GLH	Indicates the estimated number of hours a learner will spend under direct supervision or instruction to complete the unit. This includes classroom teaching, practical activities, and supervised study.
Overview of unit	Provides a concise summary of the unit's purpose, scope, and relevance. It outlines the key themes, skills, and knowledge areas covered, and how the unit supports progression in the vocational area.
Learning Outcomes	Lists the specific skills, knowledge, and understanding that learners are expected to demonstrate upon successful completion of the unit.
Summary of assessment	Summarises the assessment approach for the unit. This section also indicates the amount of time learners should spend completing assessments.
Resources required for assessment	Details the materials, equipment, and facilities needed to carry out the assessment effectively. This ensures consistency and fairness in delivery across centres.
Links to other WJEC units and qualifications	Identifies connections with other units or qualifications offered by WJEC, including progression routes and/or opportunities for integrated delivery.
Content	Outlines the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria.
Assessment criteria	Provides specific, observable, and measurable criteria that learners must meet to demonstrate achievement of the learning outcome. Four different bands of assessment criteria are provided, reflecting differing levels of learner ability.
Example tasks	Provides a range of suitable tasks for each level of assessment criteria. These tasks are not mandatory. Teachers should ensure that assessment tasks and activities are suitable for the needs and abilities of each group of learners.
Opportunities for integrating learning experiences	Highlights learning experiences which may be generated by delivery of the unit. More information is provided in the Guidance for Teaching. Experiences will not be directly assessed.

2.2. Learning outcome stems

In WJEC WRF qualifications, learning outcome stems are used to indicate the depth and type of learning expected.

'Learners will know' or 'Learners will be aware' are used when learners are expected to recall simple facts or recognise key information.

'Learners will understand' is used when learners need to show they can make sense of basic concepts and apply them in familiar, supported situations.

'Learners will be able' is used when learners are expected to carry out straightforward practical tasks, follow instructions, or demonstrate basic techniques.

These stems ensure that outcomes are accessible, achievable, and appropriate for foundation learners developing confidence in vocational areas.

2.3. Content

Content is provided for each learning outcome, outlining the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria.

All content must be delivered unless otherwise indicated:

- the use of 'including' indicates that the specified content is mandatory and may be assessed. Centres may also choose to incorporate additional content or examples beyond those listed
- the use of 'for example' or 'such as' indicates that the specified content is provided for guidance only, and alternative examples may be used.

2.4. Assessment tasks

Example assessment tasks are provided at the end of each unit along with any specific resource requirements. These tasks are designed to balance manageability, learner engagement, reliability and validity.

Centres may choose to use these tasks as provided, adapt them or develop their own alternatives. Any centre-devised tasks must enable learners to meet all associated assessment criteria.

Unit 1 Introduction to the Sport and leisure Sector

GLH	36
Overview of unit	Sport and leisure is an exciting and essential sector in Wales and globally, offering diverse employment opportunities and contributing significantly to health, wellbeing and community engagement. This unit introduces learners to the sport and leisure sector, primarily in Wales. It aims to build knowledge of sector structures, activities and employment opportunities, alongside understanding participant needs, expectations and behaviours. The unit provides an essential knowledge base that underpins the content and practical work in Unit 2. It supports pathways into further study, apprenticeships and employment by fostering: • knowledge of what is meant by sport and leisure • knowledge of key sector activities, organisations and settings • understanding of participant needs, expectations and behaviours • awareness of the impacts of sport and leisure on health, wellbeing, communities and sustainable practice • knowledge of job roles and the skills required to work effectively in the sector. Learners completing this unit will be prepared for further study or entry-level roles in sport and leisure, with a strong foundation in sector knowledge.
Learning Outcomes	By completing this unit, learners will: LO1.1 Know about sport and leisure LO1.2 Understand the needs and appropriate behaviour of participants when taking part in sport and leisure activities LO1.3 Know why it is important to keep participants safe and how to do this in sport and leisure LO1.4 Know how to create a positive and inclusive experience for participants in sport and leisure activities LO1.5 Know about roles available in the sport and leisure sector
Summary of assessment	Assessment for this unit will be carried out through teacher-set activities that enable learners to demonstrate what they have learned in practical and accessible ways. To achieve each learning outcome, learners must provide evidence that meets the assessment criteria. Example tasks are included after the unit.

	Centres must ensure that assessment activities do not exceed the maximum duration of 8 hours. For most learners, assessment will typically fall within the indicative range of 6–8 hours, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment. Centres must record the approximate time each learner spends on assessment activities for moderation and quality assurance purposes.
Resources required for assessment	There are no specific requirements for assessment.
Links to other WJEC units and qualifications	Learners completing this unit may also be interested in the following Skills for Life and Work units: Skills for Life: Exercise for All Skills for Life: Community Participation Skills for Life: Equality, Diversity and Inclusion Skills for Life: Ethical Choices Skills for Life: Sustainability in Action Skills for Life: Understanding Self and Others Skills for Life: Teamwork Skills for Life: Basic First Aid Skills for Life: Healthy Lifestyle Skills for Life: Mental Health and Wellbeing Skills for Work: Sustainable Economic Development Skills for Work: Career Creativity Skills for Work: Exploring Career Pathways Skills for Work: Jobs of the Future Skills for Work: Personal Development Planning Skills for Work: Rights and Responsibilities in the Workplace Skills for Work: Using IT in the Workplace

Content

Learning outcome The learner will:	Taught content
LO 1.1 Know about sport and leisure	Know the meaning of: • Sport - physical activity that is usually organised and may be competitive • Leisure - activities people choose to do in their free time for enjoyment or relaxation Sport and leisure offers a range of benefits to individuals and communities, including: • providing opportunities for physical activity to improve physical health • supporting mental wellbeing, enjoyment and relaxation • encouraging social interaction and community participation • offering opportunities for personal development and confidence building • contributing to lifelong participation in physical activity. Sport and leisure is offered via many different activities. Types of sport and leisure activities include: • individual or team activities • indoor or outdoor activities • activities for fun and enjoyment • activities for health purposes • competitive activities. Sport and leisure activities take place in many different settings, including: • Leisure centres and sports facilities, for example local authority leisure centres, swimming pools, fitness suites, sports halls, facilities supported by Sport Wales, and community sport hubs. • Sports clubs and community venues, for example local rugby, football, netball or cricket clubs, martial arts clubs, gymnastics clubs, dance studios, and organisations such as Urdd clubs or other community sport groups. Wales has over 7,000 sports clubs, many of which provide opportunities for participation and volunteering at a local level. • Outdoor and adventure settings, for example national parks such as Eryri (Snowdonia National Park) and Bannau Brycheiniog (Brecon Beacons National Park), coastal areas, local parks and

	playing fields, walking and cycling trails, and outdoor activity centres. Education and school-based settings, including primary and secondary schools, further education colleges, university sports facilities, and after-school or community sport programmes delivered on school sites. • Informal community spaces, such as community centres, village halls, skate parks, playgrounds, multi-use games areas (MUGAs), and open green spaces used for leisure activity. Activities in these settings are often supported or delivered by organisations such as local leisure trusts, community sport hubs and national bodies that promote participation in sport and physical activity across Wales. Sport and leisure settings may be accessed by various participants, including: • children and young people • adults and older people • families • people with disabilities or additional needs • people from diverse backgrounds.
LO 1.2 Understand the needs and appropriate behaviour of participants when taking part in sport and leisure activities	Participants' needs vary dependent on the individual/group taking part. These needs include: • Physical needs including: fitness, health, safety, correct equipment and clothing, rest, water, comfort • Emotional needs including, feeling confident, safe, supported, encouraged and valued • Social needs including, making friends, being included, working with others, feeling accepted • Appropriate behaviour helps activities run smoothly and safely, while poor behaviour can disrupt the activities or create risks. How people behave is often shaped by the situation they're in. Appropriate behaviour includes: • treating all participants and staff with respect and empathy • listening to and responding to activity instructions • cooperating with others during activities • staying focused on the task and avoiding unnecessary distractions • following the agreed rules of the activity • demonstrating good values and sportsmanship, such as accepting outcomes without arguing. Behaviour can be influenced by:

	• how clearly expectations are explained • level of engagement of participants • level of support participants receive • environmental factors, such as space, noise, temperature.
LO 1.3 Know why it is important to keep participants safe and how to do this in sport and leisure	Safety rules and procedures are important because they: • help reduce the risk of accidents • protect all participants from harm • ensure activities can be carried out safely. Features of a safe environment are where: • equipment and space is suitable • activities are delivered responsibly • risks are minimised as much as possible. When taking part in sport and leisure activities, safety rules and procedures should be followed. Participants should: • follow instructions from staff or activity leaders • use equipment correctly and for its intended purpose • wear appropriate clothing and footwear for the activity • behave responsibly. Sometimes hazards can cause activities to become unsafe. Common hazards in sport and leisure include: • wet or uneven floors • damaged or unsuitable equipment • overcrowded spaces • unsafe behaviour. To help ensure participants are kept safe, both staff and participants have responsibilities. These include: • staff and volunteers taking responsibility for the safety and wellbeing of participants • ensuring staff and volunteers are appropriately trained or qualified • participants behaving responsibly and following instructions • reporting safety concerns promptly, for example accidents, injuries, damaged equipment or unsafe areas.
LO 1.4 Know how to create a positive and inclusive experience for	Creating a positive environment encourages participants to return and develop long-term habits of being involved in sport and leisure activities.

participants in sport and leisure activities	Factors that support positive experiences for participants include: • friendly and supportive staff or leaders • clear instructions and guidance • encouragement • positive feedback. It is important that activities in sport and leisure are inclusive. Inclusion means that everyone, regardless of ability, background, gender, age or confidence level has equal access and support to take part fully in an activity. Why inclusion is important: • increases participation • helps participants feel valued and respected • supports wellbeing and community belonging • it encourages future participation. Inclusive environments are created by: • treating all participants fairly and equally • using respectful language • encouraging positive interaction between participants • offering suitable and adaptable activities. Barriers to participation may exclude some participants from accessing certain activities, and therefore not taking part in some sport and leisure activities. Common barriers to participation include: • disability or health conditions • low confidence or anxiety • social, cultural or economic factors • limited access to suitable activities. Sport and leisure providers may take steps to reduce barriers and support participation. This may include: • offering activities that are suitable for a diverse range of participant needs • providing free or low-cost sessions or equipment hire • offering inclusive sessions, for example, female-only sessions • providing additional support where needed, for example interpreters or adapted activities.
LO 1.5 Know about the roles available in the sport and leisure sector	There are many roles available within the sport and leisure sector, each having their own responsibilities. These roles include: • entry-level or assistant roles:

- activity assistants
- sports assistants
- coaching assistants
- play or recreation assistants
- activity support or leadership roles:
 - sports coaches
 - activity leaders
 - instructors
 - session leaders
- customer service roles:
 - reception assistants
 - leisure centre staff
 - bookings or membership assistants
- facility and operational roles:
 - facility assistants
 - equipment maintenance staff
 - cleaning or site support staff
- management and specialist roles:
 - centre managers
 - sports development officers
 - club managers
 - operations or facility managers
 - health and safety officers
- volunteering roles:
 - sports club volunteers
 - activity helpers
 - event or community sport volunteers.

Roles may involve working with organisations that support sport and leisure in Wales, such as:

- local authorities
- leisure trusts
- community sport partnerships
- regional sporting organisations (for example Gwent Dragons, Cardiff City FC, Celtic Dragons Netball Club, Wrexham FC)
- national organisations, such as Sport Wales.

Learning outcome – The learner will	Assessment Criteria – the learner can:				Points awarded
	Entry 1 with a high level of support:	Entry 2 with a moderate level of support:	Entry 3 with a minimal level of support:	Level 1 independently:	
LO 1.1 Know about sport and leisure	1.1.1 Identify one example of sport and leisure.	1.1.1 State what is meant by sport or leisure.	1.1.1 State what is meant by sport and leisure and identify one benefit of taking part in these activities.	1.1.1 Describe what is meant by sport and leisure and outline at least two benefits of taking part in these activities.	/4
	1.1.2 Identify one setting where sport or leisure activities take place.	1.1.2 State one sport or leisure setting and one activity that could take place there.	1.1.2 State two sport or leisure settings and two activities that could take place in them.	1.1.2 Describe two settings where sport or leisure activities take place and give an example of an activity that could take place in each.	/4
	1.1.3 Identify one group of participants who may use sport or leisure settings.	1.1.3 Identify two groups of participants who may use sport or leisure settings.	1.1.3 State at least two groups of participants who may use sport or leisure settings, and give an example of an activity for each.	1.1.3 Describe at least two groups of participants who may use sport or leisure settings and give an example of a activity for each.	/4

LO 1.2 Understand the needs and appropriate behaviour of participants when taking part in sport and leisure activities.	1.2.1 Identify one participant need.	1.2.1 Outline a participant need.	1.2.1 Describe two participant needs giving an example of each.	1.2.1 Explain one physical, one emotional and one social participant need, giving one example of each.	/4
	1.2.2 Identify one example of appropriate or inappropriate behaviour when taking part in sport or leisure.	1.2.2 Give one example of appropriate behaviour and one example of inappropriate behaviour when taking part in sport or leisure.	1.2.2 Describe how behaviour can affect activities.	1.2.2 Explain how behaviour can affect activities.	/4
	1.2.3 Identify a factor that can influence behaviour of participants.	1.2.3 Identify two factors that can influence behaviour of participants.	1.2.3 Describe how activity leaders and volunteers can influence behaviour of participants.	1.2.3 Explain how activity leaders and volunteers can influence behaviour of participants giving examples.	/4
LO 1.3 Know why it is important to keep participants safe and how to do this in sport and leisure	1.3.1 Identify one characteristic of a safe environment.	1.3.1 State two characteristics of a safe environment.	1.3.1 Describe two characteristics of a safe sport or leisure environment, and give one safety rule and one safety procedure that apply in this setting.	1.3.1 Explain two characteristics of a safe sport or leisure environment, and give one safety rule and one safety procedure that apply in this setting.	/4
	1.3.2 Identify one common hazard in a sport or leisure setting.	1.3.2 State two common hazards in a sport or leisure setting.	1.3.2 Outline a common hazard in a sport or leisure setting and list one safety rules and/or procedure that could be implemented to prevent this.	1.3.2 Describe common hazards in sport or leisure settings and explain why they may cause harm.	/4

	1.3.3 Identify someone within a sport or leisure activity session who has responsibility to help keep people safe.	1.3.3 Name one group/person within a sport or leisure activity session responsible for safety.	1.3.3 Outline one responsibility of staff/volunteers and one responsibility of participants within a sport or leisure activity session.	1.3.3 Describe one safety responsibilities of staff and one safety responsibility of participants within a sport or leisure activity session.	/4
LO 1.4 Know how to create a positive and inclusive experience in sport and leisure activities	1.4.1 Identify one factor that helps create a positive experience for participants when taking part in a sport or leisure activity.	1.4.1 State two factors that help create a positive experience for participants when taking part in a sport or leisure activity.	1.4.1 Describe what makes a positive experience for participants taking part in a sport or leisure activity.	1.4.1 Describe what makes a positive experience for participants taking part in sport or leisure activities with examples.	/4
	1.4.2 Identify one example of why inclusion is important for sport and leisure activities.	1.4.2 State two examples of why inclusion is important for sport and leisure activities.	1.4.2 Outline two examples of why inclusion is important and give an example of inclusive practice in sport and leisure.	1.4.2 Describe two examples of why inclusion is important and give an example of inclusive practice in sport and leisure.	/4
	1.4.3 Identify one potential barrier to participation in sport or leisure activities.	1.4.3 State two potential barriers to participation in sport or leisure activities.	1.4.3 State two potential barriers to participation and identify one example of inclusive practice in sport or leisure activities.	1.4.3 Describe two potential barriers to participation and outline an example of inclusive practice in sport or leisure activities.	/4
LO 1.5 Know about roles available in the sport and leisure sector	1.5.1 Identify one role in the sport or leisure sector.	1.5.1 State two different roles in the sport or leisure sector.	1.5.1 List at least two different roles in the sport or leisure sector and outline the responsibilities of one of those roles.	1.5.1 Describe at least two different types of roles in the sport and leisure sector, giving one responsibility of each of those roles.	/4
			Total number of points awarded		/52

Examples of tasks

LO1.1

The following activities would be suitable for use with Entry Level 1 (with a high level of support):

- Matching activity: learners match pictures of sport (football, swimming), leisure (reading, walking), to simple words.
- Sorting task: learners sort picture cards into Sport/Leisure.
- Picture identification: learners point to or select one example of sport or leisure from images.
- Picture identification: learners point to one setting (e.g. leisure centre, park, sports hall).
- Matching activity: learners match activity pictures to a setting (e.g. swimming → pool).

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- List-from-images task: learners look at a range of images and name examples of sport and leisure.
- Sentence starter sheets: learners complete short sentences such as “Sport is...”, “Leisure is...”.
- Group discussion: learners discuss activities they take part in and identify whether they are sport or leisure.
- Simple poster: learners create a small poster showing one example of each.
- Picture sorting activity: learners sort images into indoor and outdoor settings.
- Label task: learners label simple pictures of common settings.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Definition building activity: learners use word cards to build simple definitions of sport and leisure.
- Comparison activity: learners identify one similarity or difference between sport and leisure.
- Short writing prompts: learners complete structured prompts such as “Sport is when...”, “One example is...”.
- Setting identification sheet: learners list at least two settings where activities take place.
- Poster activity: learners create a poster showing settings and an example activity in each.

The following activities would be suitable for use with Level 1 learners (independently)

- Definition writing task: learners write clear definitions of sport and leisure with examples.
- Comparison task: learners describe similarities and differences between sport and leisure.
- Case study: learners read a short scenario and identify examples of sport and leisure within it.
- Comparison task: learners compare two different settings (e.g. park vs. leisure centre).
- Planning activity: learners plan an activity and state which setting would be most suitable and why.

LO1.2

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- Picture identification: learners point to images representing a participant need (e.g. physical – using a wheelchair ramp).
- Learners match images of participants to examples of appropriate or inappropriate behaviour (e.g. sharing equipment vs. ignoring rules).

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Picture sorting activity: learners sort participant needs into physical, emotional and social categories.
- Label task: learners label a picture showing factors that can influence behaviour (e.g. appropriate space; temperature)

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

Scenario activity: learners are given short scenarios and identify participant needs, expectations and behaviours.

Participant profile sheet: learners list two participant needs and provide an example of each; link expectations to activities.

The following activities would be suitable for use with Level 1 learners (independently):

- Comparison task: learners compare two participants with different needs and expectations, explaining how this affects activity planning.
- Planning activity: learners plan an activity, identify participant needs and expectations, and explain how they will support positive behaviour.
- Discussion / reflection: learners explain how behaviour can affect activities and identify one factor that may influence behaviour (e.g. age, confidence, experience, activity type).

LO1.3

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- Hazard picture identification: learners point to unsafe situations in pictures.
- Safety sorting task: learners sort safe vs. unsafe behaviour cards.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Hazard spotting worksheet: learners identify common hazards (wet floor, broken equipment).
- Safety rule matching: learners match safety rules to pictures.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Table activity: learners list hazards and suggest simple safety actions.
- Scenario task: learners identify what should be reported in different situations.

The following activities would be suitable for use with Level 1 learners (independently):

- Risk awareness task: learners explain why safety rules are important.
- Case study: learners identify hazards and explain how risks can be reduced.
- Responsibility task: learners describe safety responsibilities of staff and participants.

LO1.4

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- Picture identification: learners point to images showing positive experiences (e.g. smiling participants, group games).
- Matching activity: learners match examples of inclusion (e.g. adapted equipment) to the participants who use them.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Sorting activity: learners sort examples into “positive experience factors” and “barriers to participation”.
- Label task: learners label pictures showing inclusive practice (e.g. ramps, gender-neutral teams).

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Scenario cards: learners read short scenarios and identify factors that make the activity positive and inclusive.
- Activity sheet: learners describe what makes a positive experience and give one example of inclusive practice in an activity.

The following activities would be suitable for use with Level 1 learners (independently):

- Discussion/reflection: learners describe activities and explain how factors support positive experiences and inclusive participation.
- Poster/planning activity: learners create a visual showing positive experience factors, inclusive practices, and barriers, with examples.
- Case study: learners describe two barriers to participation and outline an example of how inclusive practice addresses each barrier.

LO1.5

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- Photo flashcards: learners name a job role from a picture (coach, lifeguard, receptionist).

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Video task: learners watch a short clip and identify one role and one skill shown.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Job profile task: learners create a short profile including duties and skills.

The following activities would be suitable for use with Level 1 learners (independently):

- Job description task: learners write a clear job profile including duties, skills and qualities.

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- Explore the various career opportunities within the sport and leisure sector by talking to people in the industry
- Explore the various career opportunities within the sport and leisure sector by using industry generated resources such as [Work in hospitality and tourism | Working Wales](#), [Jobs in Tourism, Hospitality, Sport and leisure](#) | [Future Jobs Wales and Careers in 360 - Wales](#)
- Visiting places where sport and leisure take place and observing activities taking place
- Taking part in a variety of sport and leisure activities
- Interacting via visits or guest speakers, showcasing a variety of roles within the sport and leisure sector

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

Opportunities to develop cross-cutting themes, cross-curricular skills and integral skills are signposted in Appendix A. Further information is provided in the Guidance for Teaching.

Unit 2: Sport and leisure in Action

GLH	84
Overview of unit	Sport and leisure is a dynamic sector in Wales and globally. In Wales, organisations such as Urdd Gobaith Cymru, Sport Wales and Local Authority leisure centres provide opportunities for young people to participate in sport and leisure activities, supporting physical activity, wellbeing and community involvement. The sector offers a wide range of employment and volunteering opportunities while contributing to improved health, wellbeing and social engagement across communities. This unit develops learners' understanding of participant needs, expectations, behaviour and inclusive practice. It provides practical skills and knowledge to support participation, plan activities, and create positive experiences, forming a foundation for further study, apprenticeships or entry-level roles in the sector. Learners will develop skills to: • support participants effectively by communicating clearly, responding politely, and recognising when additional assistance is needed • work safely and responsibly, following health and safety procedures, using equipment correctly, and practising sustainability • plan and prepare to support activities, including selecting appropriate activities, settings and equipment, and ensuring safe setup and delivery • promote positive, inclusive participation • assist with end-of-activity procedures, maintaining facilities and reporting issues • communicate information effectively, both verbally and visually, and work cooperatively with staff, leaders and peers • reflect on their own performance, identify strengths and areas for improvement, and use feedback to enhance skills and employability. This unit equips learners with essential knowledge and practical skills to support activities safely and confidently, fostering personal development and readiness for progression in the sector.

Learning Outcomes	By completing this unit, learners will: LO2.1 Be able to plan a simple sport or leisure related activity LO2.2 Be able to assist with the safe set-up and delivery of a sport or leisure activity LO2.3 Be able to communicate effectively with participants during a sport or leisure activity LO2.4 Be able to work cooperatively with others and follow instructions when supporting sport or leisure activities LO2.5 Be able to reflect on own role and performance when supporting sport or leisure activities
Summary of assessment	Assessment for this unit will be carried out through teacher-set activities that enable learners to demonstrate what they have learned in practical and accessible ways. Centres must ensure that assessment activities do not exceed the maximum duration of 17 hours. For most learners, assessment will typically fall within the indicative range of 14-17 hours, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment. Centres must record the approximate time each learner spends on assessment activities for moderation and quality assurance purposes.
Resources required for assessment	There are no specific requirements for assessment.
Links to other WJEC units and qualifications	Learners completing this unit may also be interested in the following Skills for Life and Work units: Skills for Life: Exercise for All Skills for Life: Community Participation Skills for Life: Equality, Diversity and Inclusion Skills for Life: Ethical Choices Skills for Life: Sustainability in Action Skills for Life: Understanding Self and Others Skills for Life: Teamwork Skills for Life: Basic First Aid Skills for Life: Healthy Lifestyle Skills for Life: Mental Health and Wellbeing Skills for Life: Understanding Self and Others Skills for Life: Values for Life Skills for Work: Sustainable Economic Development Skills for Work: Career Creativity Skills for Work: Exploring Career Pathways Skills for Work: Jobs of the Future Skills for Work: Personal Development Planning Skills for Work: Rights and Responsibilities in the Workplace Skills for Work: Using IT in the Workplace

Content

Learning outcome The learner will:	Taught content
LO 2.1 Be able to plan a simple sport or leisure related activity	Basic planning includes identifying: • the purpose of the activity • the target participants • the intended outcomes Basic planning considerations include: • selecting an appropriate activity for the intended participant, considering: • stage of development • ability, fitness and experience levels • number of participants • individual needs, for example disability, confidence • safety considerations • choosing a suitable setting, for example, indoor: • sports hall • leisure centre • school gymnasium • community centre • indoor climbing wall or outdoor: • local park • playground • recreation ground • beach • forest trail • outdoor adventure centre • allocating appropriate time • ensuring sufficient space • adapting the activity to meet individual or group needs • considering the responsible and sustainable use of equipment, resources and facilities. Preparing equipment and resources for a chosen activity includes: • identifying the equipment and resources required • checking that equipment is suitable and safe before use • removing and reporting damaged or unsafe equipment • setting up and packing away equipment correctly. Safety requirements for a chosen activity include: • carrying out a basic risk assessment to identify potential hazards associated with the activity

	- ensuring appropriate supervision and guidance - considering emergency procedures or reporting processes - promoting safe behaviour from participants - following relevant activity-specific health and safety procedures.
LO 2.2 Be able to assist with the safe set-up and delivery of a sport or leisure activity	Assisting safe set up of an activity includes: - preparing the activity area (for example, clearing space, checking surfaces are safe and suitable) - placing and positioning equipment safely and appropriately - following instructions or guidance provided by staff or those leading the activity - working cooperatively with others during set-up. Assisting delivery of an activity includes: - supporting staff or those leading the activity during the session - carrying out allocated tasks as directed - remaining attentive and ready to provide help as required - responding appropriately when asked to support participants - working effectively as part of a team - communicating appropriately with staff, leaders and participants - demonstrating respectful and professional behaviour - behaving in a polite, friendly and helpful manner when supporting participants. Supporting positive and inclusive participation includes: - behaving in a polite, supportive and encouraging manner - promoting participation where appropriate - treating all participants fairly and with respect - being aware of individual differences and supporting inclusion - recognising when participants may require additional support and informing appropriate staff. Assisting with end-of-activity procedures includes: - helping to pack away equipment correctly and safely - assisting with checking equipment after use to ensure it remains safe and fit for purpose - reporting damaged, unsafe or missing equipment to the session leader - helping to ensure the facility is left clean, safe and tidy

	• using resources and facilities responsibly.
LO 2.3 Be able to communicate effectively with participants during a sport or leisure activity	Methods of communication include: • verbal explanation or presentation of visual materials (for example, posters, drawings, diagrams) • written information • use of technology to offer information (for example, videos of techniques or expectations) • listening to and responding to participant needs (as required). Important information to communicate includes (this could be for a local Welsh venue, for example a community leisure centre, sports club or outdoor activity facility): • name of the attraction or activity • location • date and time of activity • intended audience (who it is for) • key activities • rules and regulations of activities (if required) • required attire (if required) • equipment needed • safety instructions • key facilities. Presenting information effectively includes: • using a clear and logical structure • organising content appropriately • using suitable visuals to support understanding. Communicating with participants effectively includes: • providing accurate and relevant information • speaking clearly and confidently • responding appropriately to questions or queries • checking understanding where necessary • presenting yourself in appropriate attire • using appropriate verbal and non-verbal communication, for example, body language and eye contact.
LO 2.4 Be able to work cooperatively with others and follow instructions when supporting sport or leisure activities	Working cooperatively with others when supporting an activity includes: • working effectively as part of a team • sharing tasks and responsibilities appropriately • behaving in a polite and respectful manner towards staff, leaders and peers • offering support to others to help complete tasks where appropriate.

	Following instructions and guidance when supporting an activity includes: • listening carefully to instructions from staff or activity leaders • following instructions accurately and in the correct sequence • seeking clarification where instructions are unclear Communicating appropriately when supporting activities includes: • communicating clearly and appropriately with staff and peers • informing others when tasks have been completed • reporting problems or concerns to appropriate staff • using appropriate verbal and non-verbal communication. Demonstrating reliability and responsibility when supporting an activity includes: • completing any necessary training required to support an activity • arriving punctually and prepared for activities • completing allocated tasks as instructed • remaining focused and ready to assist during activities • responding positively to feedback, considering this feedback and, if necessary, acting on feedback provided • recognising own limits and asking for help when needed.
LO 2.5 Be able to reflect on own role and performance when supporting sport or leisure activities	Reflecting on own role when supporting an activity includes: • identifying the tasks and responsibilities given • recognising who they worked with (e.g. staff, leaders, peers) • explaining to participants what they were expected to do during the activity • recognising the limits of their role and when support was required. Identifying positive aspects of own performance: • identifying tasks they completed successfully • recognising positive behaviours or communication demonstrated • describing situations where they followed instructions • describing situations where they worked effectively with others • acknowledging positive feedback received from staff or peers.

	Identifying areas of improvement: • identifying tasks that they found challenging • recognising situations where additional support was needed • identifying behaviours or skills to improve in future activities • considering and, if necessary, acting on feedback in improving performance. Using reflection to support improvement: • identifying actions to improve future performance • setting realistic and achievable personal targets (for example communication, teamwork, confidence) • explaining how feedback can support improvement • recognising the value of reflection for personal development and employability.
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Learning outcome – The learner will	Assessment Criteria – the learner can:				Points awarded
	Entry 1 with a high level of support:	Entry 2 with a moderate level of support:	Entry 3 with a minimal level of support:	Level 1 independently:	
LO 2.1 Be able to plan a simple sport or leisure related activity	2.1.1 Name a sport or leisure activity	2.1.1 Name a sport or leisure activity suitable for a group of participants	2.1.1 Describe a sport or leisure activity and who it is suitable for.	2.1.1 Explain why a sport or leisure activity is suitable for the target participants.	/4
	2.1.2 Name one thing that needs to be planned for a sport or leisure activity.	2.1.2 List two planning considerations for a chosen sport or leisure activity.	2.1.2 Describe two planning considerations for a chosen sport or leisure activity.	2.1.2 Explain why two planning considerations are necessary for a chosen sport or leisure activity.	/4
	2.1.3 Show one piece of equipment that could be used for a sport or leisure activity.	2.1.3 Show one way to prepare equipment and resources for a chosen activity	2.1.3 Demonstrate how equipment and resources should be prepared and checked.	2.1.3 Demonstrate safe preparation, checking and setting up of equipment and resources.	/4
	2.1.4 Name one safety requirement for a sport or leisure activity.	2.1.4 List two safety requirements for a sport or leisure activity.	2.1.4 Describe the safety requirements for a chosen sport or leisure activity.	2.1.4 Show safe working practices when planning or supporting a sport or leisure activity.	/4
LO 2.2 Be able to assist with the safe set-up and delivery of a sport or leisure activity	2.2.1 Show how to prepare part of the activity area.	2.2.1 Carry out simple set-up tasks following instructions.	2.2.1 Carry out safe preparation of the activity area and equipment following guidance.	2.2.1 Demonstrate safe and cooperative set-up of the activity area and equipment.	/4
	2.2.2 Show readiness to support during an activity.	2.2.2 Carry out allocated tasks during the activity.	2.2.2 Carry out allocated tasks appropriately when supporting staff and participants.	2.2.2 Demonstrate effective teamwork and communication when assisting delivery	/4

	2.2.3 Show polite and respectful behaviour towards participants.	2.2.3 Show supportive and encouraging behaviour during activities.	2.2.3 Carry out actions that promote inclusive participation.	2.2.3 Demonstrate positive behaviour that supports participation.	/4
	2.2.4 Show how to help pack away equipment.	2.2.4 Carry out simple pack-away tasks safely.	2.2.4 Carry out equipment checks and report issues to the activity leader.	2.2.4 Demonstrate safe and responsible end-of-session procedures, including reporting and leaving the area safe and tidy.	/4
LO2.3 Be able to communicate effectively with participants during a sport or leisure activity	2.3.1 Give the name or location of an activity or attraction.	2.3.1 Create simple information including at least two key details about an activity or attraction.	2.3.1 Present information including at least two key details about an activity or attraction.	2.3.1 Present clear and structured information about an activity or attraction suitable for the intended audience.	/4
	2.3.2 Give one method of communication used to share information.	2.3.2 Use at least one method of communication to share information.	2.3.2 Use appropriate methods of communication to present information.	2.3.2 Demonstrate effective use of suitable communication methods to support audience understanding.	/4
	2.3.3 Show basic body language or eye contact when communicating with others.	2.3.3 Use appropriate body language and eye contact to support communication.	2.3.3 Use body language and eye contact effectively to support clear communication.	2.3.3 Demonstrate confident, well-organised, and audience-appropriate body language and eye contact to enhance communication.	/4
	2.3.4 Show appropriate responses to simple questions.	2.3.4 Respond to questions with relevant information.	2.3.4 Carry out clear communication and respond appropriately to questions.	2.3.4 Demonstrate clear and effective communication, adapting responses appropriately to questions and the needs of the audience.	/4

LO 2.4 Be able to work cooperatively with others and follow instructions when supporting sport or leisure activities	2.4.1 Show polite and respectful behaviour when working with others.	2.4.1 Carry out shared tasks as part of a team.	2.4.1 Carry out allocated tasks and work cooperatively within a team.	2.4.1 Demonstrate effective teamwork, sharing responsibilities and supporting others appropriately.	/4
	2.4.2 Show ability to follow an instruction.	2.4.2 Carry out tasks following given instructions.	2.4.2 Carry out tasks accurately following instructions and guidance.	2.4.2 Demonstrate accurate and responsible adherence to instructions, seeking clarification where needed.	/4
	2.4.3 Show readiness to take part in activities.	2.4.3 Carry out allocated tasks with support.	2.4.3 Carry out allocated tasks responsibly and remain focused during activities.	2.4.3 Demonstrate reliability by arriving prepared, completing tasks as instructed and responding positively to feedback.	/4
LO 2.5 Be able to reflect on own role and performance when supporting sport or leisure activities	2.5.1 Identify one task carried out during the activity.	2.5.1 Present the tasks they were given and who they worked with.	2.5.1 Present their role, responsibilities and what was expected of them.	2.5.1 Present a clear overview of their role and responsibilities during the activity.	/4
	2.5.2 Identify one task completed successfully.	2.5.2 Present tasks completed and positive behaviours demonstrated.	2.5.2 Present positive aspects of performance including teamwork or communication.	2.5.2 Demonstrate awareness of strengths by presenting successful performance and positive feedback received.	/4
	2.5.3 Identify one task they found difficult.	2.5.3 Present tasks or situations where support was needed.	2.5.3 Present areas for improvement in skills or behaviour.	2.5.3 Present areas for development in skills or behaviour and recognise the value of feedback.	/4

	2.5.4 Identify one way to improve when supporting a sport or leisure activity.	2.5.4 Plan one realistic improvement target when supporting a sport or leisure activity.	2.5.4 Plan two achievable targets to improve future performance when supporting a sport or leisure activity.	2.5.4 Design clear and realistic personal targets to improve future performance when supporting a sport or leisure activity and demonstrate understanding of how reflection supports improvement and employability.	/4
			Total number of points awarded		/76

Examples of tasks

LO2.1

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- Activity idea matching: Learners select one simple activity from pictures or suggestions (e.g. ball game, walking, simple craft).
- Purpose identification: Learners point to or name the purpose of the activity (e.g. fun, exercise, relaxation).
- Equipment use: Learners handle one piece of equipment under supervision.
- Safety awareness: Learners identify one simple safety rule (e.g. don't run indoors, wear appropriate shoes).

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Activity idea creation: Learners choose an activity suitable for a small group and describe it in simple words.
- Purpose and participants: Learners explain the purpose and identify who the activity is for.
- Equipment preparation: Learners select and use the required equipment safely.
- Safety consideration: Learners show awareness of at least two safety requirements during the activity.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Designing an activity: Learners plan an activity that matches the needs of identified participants.
- Planning purpose, participants, outcomes: Learners plan the activity including the purpose, participants and intended outcomes.
- Equipment management: Learners prepare, check, and use equipment and resources safely.
- Safety planning: Learners identify potential hazards and show how supervision will ensure safe delivery.

The following activities would be suitable for use with Level 1 learners (independently):

- Activity planning: Learners design a simple activity appropriate to the purpose and participants, with clear intended outcomes.
- Equipment preparation and use: Learners demonstrate safe preparation, setting up, use, and packing away of equipment and resources.
- Safe working practices: Learners plan and demonstrate safe practices, including hazard awareness, supervision and participant safety throughout the activity.

LO2.2

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support).

- Preparing activity area: Learners carry out simple set-up tasks following instructions (e.g. clearing space, placing mats or markers).
- Supporting readiness: Learners show they are ready to assist during an activity by staying attentive and following directions.

- Polite behaviour: Learners demonstrate polite and respectful behaviour towards participants.
- Pack-away help: Learners assist with simple pack-away tasks under supervision.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Set-up tasks: Learners carry out safe preparation of the activity area and equipment following guidance.
- Supporting delivery: Learners carry out allocated tasks during the activity, such as helping participants or distributing equipment.
- Supportive behaviour: Learners show encouraging behaviour to participants during the activity.
- Equipment checks: Learners help pack away equipment safely and report issues to the leader.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Cooperative set-up: Learners demonstrate safe and cooperative preparation of the activity area and equipment.
- Teamwork during delivery: Learners carry out allocated tasks appropriately with staff and participants.
- Inclusive participation: Learners carry out actions that promote inclusive participation.
- End-of-session procedures: Learners carry out equipment checks, report problems, and help leave the area safe and tidy.

The following activities would be suitable for use with Level 1 learners (independently):

- Safe and effective set-up: Learners demonstrate full, safe preparation and set-up of the activity area and equipment, cooperating with others.
- Effective delivery support: Learners demonstrate effective teamwork, complete allocated tasks, and support participants throughout the activity.
- Positive participation support: Learners demonstrate positive behaviours that encourage and support participation for all participants.
- Responsible pack-away: Learners carry out safe and responsible end-of-session procedures, including checking and storing equipment, reporting issues, and leaving the area clean and safe.
- Activities may take place in local Welsh settings such as school sports halls, community leisure centres or outdoor pitches operated by local authorities or Welsh leisure trusts.

LO2.3

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- Activity details: Learners show the name or location of an activity or attraction.
- Communication method: Learners demonstrate one simple method of communication (e.g. pointing, speaking).
- Information format: Learners present basic information in a simple format.
- Responding to questions: Learners show appropriate responses to simple questions from participants.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Creating information: Learners create simple information including at least two key details (e.g. name and time of activity).
- Using communication methods: Learners use at least one method of communication to share information (e.g. verbal, visual).
- Presenting information: Learners present information with some logical order.
- Responding to questions: Learners respond to questions with relevant information.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Organised information: Learners create organised information including at least two key details.
- Appropriate communication: Learners use suitable methods of communication to present information effectively.
- Logical presentation: Learners present information clearly with some structure and visual support where appropriate.
- Clear communication: Learners carry out clear communication and respond appropriately to questions.

The following activities would be suitable for use with Level 1 learners (independently):

- Structured information: Learners design clear, well-structured information including at least two key details.
- Effective communication methods: Learners demonstrate effective use of appropriate communication methods to support audience understanding.
- Well-organised presentation: Learners present information in a clear, structured, and audience-appropriate format with suitable visuals.
- Confident responses: Learners demonstrate accurate, confident communication, responding to questions and checking understanding where necessary.

LO2.4

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- Polite behaviour: Learners show polite and respectful behaviour when working with others.
- Following instructions: Learners show ability to follow a simple instruction.
- Readiness to participate: Learners demonstrate readiness to take part in activities.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Shared tasks: Learners carry out simple shared tasks as part of a team.
- Task completion: Learners carry out tasks following given instructions.
- Supported participation: Learners complete allocated tasks with support.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Cooperative teamwork: Learners carry out allocated tasks and work cooperatively within a team.

- Accurate task completion: Learners carry out tasks accurately following instructions and guidance.
- Responsible participation: Learners carry out allocated tasks responsibly and remain focused during activities.

The following activities would be suitable for use with Level 1 learners (independently):

- Effective teamwork: Learners demonstrate effective teamwork by sharing responsibilities and supporting others appropriately.
- Reliable task completion: Learners demonstrate accurate and responsible adherence to instructions, seeking clarification where needed.
- Demonstrating reliability: Learners show reliability by arriving prepared, completing tasks as instructed, and responding positively to feedback.

LO2.5

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- Picture prompt discussion: Learners identify one task they carried out during the activity using picture prompts or cue cards.
- Thumbs up/thumbs down reflection: Learners identify one task they completed successfully and one task they found difficult.
- Improvement card activity: Learners choose one picture card showing a way they could improve next time (e.g. listening carefully, working with others).

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Simple presentation task: Learners present the tasks they were given and who they worked with using a short written or verbal explanation.
- Reflection worksheet: Learners record tasks completed and examples of positive behaviour (e.g. teamwork, helping others).
- Support discussion: Learners describe situations where they needed support during the activity.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Role reflection sheet: Learners present their role, responsibilities and what was expected of them during the activity.
- Performance reflection: Learners identify positive aspects of their performance, such as teamwork, communication or supporting participants.
- Skills review: Learners identify areas where they could improve their skills or behaviour.

The following activities would be suitable for use with Level 1 learners (independently):

- Reflective presentation: Learners present a clear overview of their role and responsibilities during the activity.
- Performance review task: Learners demonstrate awareness of strengths by presenting successful performance and any positive feedback received.
- Development reflection: Learners identify areas for development in skills or behaviour and discuss the value of feedback.
- Personal development planning: Learners design clear and realistic personal targets to improve future performance and explain how reflection can support improvement and employability.

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- Observe or assist in setting up/running activities for local sport and leisure activities.
- Participating in practical activities: Learners take part in sport and leisure activities to observe safe practices, rules and participant engagement.
- Supporting real sessions: Learners assist in setting up, delivering, and packing away activities in local settings such as community leisure centres, school sports halls or outdoor facilities.
- Teamwork and collaboration: Learners work alongside staff, leaders or volunteers, practising communication, cooperation and following instructions.
- Observation of staff roles: Learners watch staff or coaches demonstrate planning, delivery, safety and communication processes.
- Reflection on performance: Learners reflect on their role, communication and behaviour during activities, linking experiences to personal development.
- Use of resources and equipment: Learners handle and maintain equipment responsibly, observing sustainability and safety principles in real contexts.
- Interaction with participants: Learners practice participant-facing communication, supporting inclusion, and recognising when additional support is needed.
- Guest speakers or workplace visits: Learners can engage with sport and leisure professionals to understand the variety of roles and responsibilities in the sector.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

Opportunities to develop cross-cutting themes, cross-curricular skills and integral skills are signposted in Appendix A. Further information is provided in the Guidance for Teaching.

3. Assessment

This qualification is assessed through a portfolio of evidence that is internally assessed and externally quality assured through a process of external moderation. Information on the moderation process can be found in the document [*Internal Assessment: A guide for centres*](#), which can be accessed from the administration section of the WJEC website.

Assessment should only be undertaken once the relevant teaching and learning has been completed. Centres must ensure that learners are not assessed continuously or prematurely.

3.1. Assessment tasks

Teachers have the flexibility to design assessment tasks and activities that best meet the needs of their learners. This approach enables assessments to be tailored to the interests, abilities and context of each learner group. It also allows teachers to be creative and to offer learners a range of opportunities to demonstrate their knowledge, skills and understanding.

Assessment tasks must enable learners to meet each assessment criterion for the unit at the level appropriate to their performance. Each assessment criterion is structured across four levels, from Entry 1 to Level 1, and a learner's achievement may vary across different tasks within the same unit. This approach recognises progress at every stage and values individual achievement, skills development, and growth.

To support centres in designing suitable assessments, example tasks are provided after each unit within this specification. Although these examples are presented for each individual learning outcome, teachers may devise tasks that span multiple learning outcomes, provided they enable learners to demonstrate achievement of all relevant assessment criteria at the level appropriate to their performance.

3.2. Assessment duration

Centres must ensure that assessment activities do not exceed the maximum duration stated in the unit summary for each unit. This is intended to support comparability across centres while allowing for reasonable adjustments based on learner needs and the nature of centre devised tasks.

For most learners, assessment activities should typically fall within the indicative time for each unit, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment.

Centres must record the approximate time spent on assessment activities for each learner and each unit. These records must be retained for moderation and quality assurance purposes.

3.3. Evidence requirements

Learners may demonstrate that they have met the assessment criteria through a range of evidence types, including:

- teacher observation – direct observation of the learner carrying out a task or activity
- assignments or written tasks – structured written responses to set tasks, appropriate to the learner's level
- creative outputs – artwork, models, digital media, or other creative products that demonstrate applied skills
- group work evidence – contributions to group tasks, supported by observation notes or learner reflections
- learner statement – a written or recorded account by the learner reflecting on what they did and what they learned
- peer or self-assessment – structured opportunities for learners to evaluate their own or others' work (with guidance)
- photographic evidence – images showing the learner's work or participation in an activity, with context provided
- practical workbooks or logbooks – records of activities completed over time, including reflections and feedback
- project work – extended tasks or investigations that demonstrate planning, execution and review
- simulated activities – tasks carried out in a controlled environment that replicate real-world scenarios
- teacher/assessor questioning – responses to structured questions, either written or oral, to confirm understanding
- video/audio recordings – recordings of the learner performing a task, giving a presentation, or participating in a discussion
- witness testimonies – statements from teachers, support staff, or others who have observed the learner's performance.

Learner evidence for each unit should be compiled into a portfolio for both internal assessment and external moderation. The term 'portfolio' refers to a structured collection of evidence.

The portfolio must be accompanied by a completed Learner Assessment Record, which can be accessed from the qualification page of the WJEC website (link to be added when page is available). This Learner Assessment Record must be used to record:

- the assessment activities learners have completed (what they have done)
- where the evidence is located
- teacher comments
- the level of support and guidance that learners have received
- the approximate amount of time the learner has spent on assessment
- which assessment criteria the learner has met
- the grade awarded and the overall total number of assessment criteria achieved at or above the grade awarded.

All evidence must be submitted digitally. Where learners produce paper-based work or physical evidence, these should be scanned, photographed or filmed so that a clear digital version can be submitted. Information on the submission process can be found in the document [e-submission: IAMIS \(Internal Assessment Mark Input](#)

[System\) Upload – Subject Guidance](#), which can be accessed from the administration section of the WJEC website.

3.4. Support and guidance

Teachers should support learners as they build their portfolio. Support should reflect the level the learner is working at.

- Entry 1 learners will require a high level of support, including verbal, visual and practical assistance, use of symbols, or assistive technology. Tasks and evidence collection should be highly structured to enable meaningful participation and achievement through supported engagement.
- Entry 2 learners should demonstrate emerging independence but may require prompts, guided questioning or scaffolded templates to plan, organise and reflect on their work.
- Entry 3 learners are expected to work with minimal support, requiring only occasional guidance to confirm understanding or review progress.
- Level 1 learners should work independently while still receiving the support they need to succeed. Teachers and tutors can provide advice on planning and structuring their answers, as well as sourcing information and presenting evidence, where appropriate. Support can also include clarifying instructions, prompting reflection or helping learners to identify next steps, without completing the work on the learner's behalf.

This graduated model of support ensures that learners develop independence, confidence, and skills as they progress through the levels.

3.5 Supervision and authentication

Learners must be supervised by a teacher while completing assessment activities. Both learners and teachers must sign declarations confirming the authenticity of submitted work.

Collaboration: Group work is permitted only where specified. Individual contributions must be clearly identifiable and assessed independently to ensure fairness. Learners must provide individual responses, and evidence must be attributable to each learner. Authentication sheets must be signed by both the teacher and the learner.

3.6 Marking (assessment judgements)

To ensure consistency and reliability in assessment, all marking must be carried out by a designated teacher or assessor with appropriate subject expertise.

Teachers and assessors must ensure that:

- judgements are made solely against the assessment criteria, not based on overall impressions or learner effort
- written evidence is clearly annotated to show how it meets specific criteria
- performance evidence (for example, presentations or practical demonstrations) is documented using observation records that include both descriptive and summative comments, clearly indicating which criteria have been met and at what level
- all evidence is authentic, clearly annotated, and accurately recorded, with sufficient detail to support assessment decisions

- where used, observation records must contain enough detail to justify the grade awarded.

Each learning outcome is supported by four distinct performance bands of assessment criteria, designed to reflect a broad spectrum of learner abilities. It is recognised that a learner's performance may vary across different learning outcomes within the same unit.

The overall unit grade achieved by the learner is determined through the grading rules outlined in Section 4.3 Grading.

Evidence submitted by candidates must align with the expectations set out in the assessment criteria.

Where performance is observed by someone other than the assessor, a witness statement must be completed. The assessor is responsible for authenticating the statement through scrutiny of supporting evidence and/or questioning the learner or witness. Authenticated witness statements may contribute to the overall assessment evidence, and documentation of authentication must be included.

A standardised pro forma is provided for both observation and witness records. Learners should be provided with a copy of the pro forma in advance to support transparency and consistency.

3.7 Resubmitting evidence prior to moderation

Teachers may allow a learner one opportunity to improve their evidence and resubmit it for reassessment before the final decision is submitted for moderation. This process is referred to as resubmission.

Learners may resubmit to:

- address omissions or incomplete evidence for the current level
- attempt to achieve additional or higher-level assessment criteria (for example, progressing from Entry 2 to Entry 3 or Level 1).

Internal assessment must be scheduled to allow sufficient time for resubmission, where needed, prior to external moderation.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- indicate which assessment criteria have not been met and/or confirm the level currently achieved
- avoid giving explicit instructions on how to meet higher-level criteria
- be documented and made available for external moderation if requested.

Teachers must not:

- permit multiple resubmissions based on minor changes following feedback
- allow learners to add, amend or remove any work after a resubmission has been assessed.

Learners are not required to produce an entirely new set of evidence. They should focus only on the areas where they aim to improve or progress.

The time allowed for resubmission should not exceed the total time provided for the initial generation of evidence.

Centres should maintain internal records of resubmissions to provide a clear audit trail, including the learner's original level and any resubmission. Only the final evidence and assessment decisions need to be submitted for external moderation.

Once assessment decisions have been submitted for moderation, no further amendments can be made to the evidence. Learners have one opportunity to resit assessment in a future assessment series (see section 4.5).

3.8 Malpractice

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for their WRFQ.

Information regarding malpractice is available in our [Guide to preventing, reporting and investigating malpractice](#).

All cases of suspected or actual malpractice must be reported immediately to WJEC (malpractice@wjec.co.uk). If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

4 Technical information

4.1 Unit entry

This is a unitised qualification. Learners are entered for each unit separately.

Assessment opportunities will be available in summer each year until the end of the life of the specification.

External moderation of Unit 1 will be available for the first time in summer 2028 and every summer series thereafter.

External moderation of Unit 2 will be available for the first time in summer 2029 and every summer series thereafter.

Entry for individual units must be made by submitting the relevant unit shown below.

Unit		Entry Codes	
		English medium	Welsh medium
Unit 1			
Unit 2			

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt.

4.2 Qualification entry

The qualification will be awarded for the first time in summer 2029.

Candidates will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

	English medium	Welsh medium
Cash-in code		

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

4.3 Grading and reporting

WJEC Work-Related Foundation Qualifications and the units within them are reported on a four point grade scale from Entry 1 Pass to Level 1 Pass. Overall grades are determined by the total points achieved across all criteria, allowing strengths in some areas to balance weaknesses in others.

Unit grades

Learners will be awarded a summative grade for each unit determined by the total points the learner has achieved within that unit.

To obtain Entry 1, the candidate must achieve 20% of the available points for the unit.

To obtain Entry 2, the candidate must achieve 40% of the available points for the unit.

To obtain Entry 3, the candidate must achieve 60% of the available points for the unit.

To obtain Level 1, the candidate must achieve 80% of the available points for the unit.

The table below shows the minimum number of points a learner must achieve to be awarded each unit grade.

	Max Points	E1	E2	E3	L1
Unit 1	52	10	21	31	42
Unit 2	76	15	30	46	61

Candidates who do not achieve the minimum number of assessment criteria to be awarded Entry 1 will have their unit achievement reported as unclassified (u).

Qualification grade

The qualification grade will be based upon the overall points the learner achievements across all assessments.

To obtain Entry 1, the candidate must achieve 20% of the total available points.

To obtain Entry 2, the candidate must achieve 40% of the total available points.

To obtain Entry 3, the candidate must achieve 60% of the total available points.

To obtain Level 1, the candidate must achieve 80% of the total available points.

The table below shows the minimum number of points a learner must achieve to be awarded each qualification grade.

	Max Points	E1	E2	E3	L1
Qualification	128	26	52	77	103

Candidates who do not achieve the points required to achieve an Entry 1 Pass will have their achievement reported as unclassified (U) and will not receive a certificate.

4.4 Resitting assessments after external moderation

Learners may resit each unit once (two attempts in total). The highest grade achieved across the two attempts will be used in determining the final outcome for the qualification.

When resitting:

- learners may resubmit previously submitted work. Learners and teachers must ensure that new and/or amended evidence is clearly identifiable
- if a learner was entered for an assessment but recorded as absent, the absence does not count as an attempt
- if a learner submitted evidence but did not meet any assessment criteria, this will count as an attempt
- where the qualification includes multiple units, evidence and decisions from other units will be carried forward, provided the learner has not exceeded the maximum number of attempts for any unit
- if a learner exceeds the permitted number of attempts for any unit, they will be required to retake the qualification in full.

4.5 Retaking the qualification

If a candidate enters a unit for a third time, they must re-enter and retake all units.

The learner must produce a new portfolio of evidence. Learners cannot improve previously submitted work; all evidence must be generated afresh for the resit. Where centres produced a context for assessment, a new context should be used.

When retaking a qualification, a candidate may have up to two attempts at each unit. No results from units taken prior to the retake can be used in aggregating the new grade(s).

Appendix A: Opportunities for embedding elements of the Curriculum for Wales

The table below indicates where the qualification provides opportunities for embedding elements of the Curriculum for Wales. More detailed information is provided in the Guidance for Teaching: Unit Delivery Guides.

Curriculum for Wales Strands	Unit 1	Unit 2
Local, national and international Contexts	LO1.1; LO1.2	LO2.4
Sustainability		LO2.1
Relationships and sexuality education	LO1.2	LO2.3
Human rights education	LO1.4	LO2.3
Careers and work-related experiences	LO1.1; LO1.2; LO1.3; LO1.4; LO1.5	LO2.5
Listening	LO1.3	LO2.5
Reading	LO1.3	LO2.2
Speaking	LO1.2	LO2.4
Writing		LO2.2
Developing mathematical proficiency		LO2.1
Understanding the number system helps us to represent and compare relationships between numbers and quantities		LO2.1

Curriculum for Wales Strands	Unit 1	Unit 2
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world		LO2.1; LO2.3
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions		LO2.1
Citizenship	LO1.4	LO2.3
Interacting and collaborating	LO1.2	LO2.3; LO2.5
Producing		LO2.4
Data and computational thinking		LO2.1
Integral skills		
Creativity and innovation		LO2.1
Critical thinking and problem solving	LO1.3	LO2.1; LO2.3
Planning and organisation		LO2.1
Personal effectiveness	LO1.2; LO1.4	LO2.5