Department for Education

Sport and physical activity

Level 3 V Level subject content

DRAFT FOR CONSULTATION

November 2026

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1. Introduction

V Level subject content sets out the knowledge, understanding and skills common to all V Level qualification specifications in this subject. The content provides the framework within which awarding organisations create detailed specifications.

This subject content is grounded in key principles which underpin scientific, behavioural and practical contexts relevant to participation, human movement, sport and physical activity. It draws on knowledge of human anatomy and physiology, biomechanics, psychology, individual development and environmental influences to understand factors affecting participation, health, wellbeing and performance.

Students will develop the ability to apply knowledge and understanding within a range of realistic, work-related contexts, enabling them to plan, deliver, monitor, review and evaluate sport and physical activity sessions and aspects of service provision that meet the needs of individuals, groups and communities. Students will develop analytical, practical and interpersonal skills whilst considering safe working practices, inclusion, sustainability and the ethical use of digital and Artificial Intelligence (AI)-enabled technologies relevant to the sector.

The Department does not set mandatory prior learning requirements for V Levels. As V Level content is set at level 3, providers will set their own entry requirements at level 2, including any GCSEs required.

2. Aims

This content enables students to develop and apply knowledge, understanding and skills relevant to sport and physical activity. It supports students to draw on contextual scientific, practical, operational and sector knowledge to plan, deliver, monitor and evaluate sport and physical activity sessions and aspects of provision that promote participation, health, wellbeing, enjoyment, development and performance. The content provides a broad level 3 foundation that supports progression to further study and apprenticeships.

Teaching and learning materials developed by awarding organisations should reflect a diverse range of participants, organisations, environments and settings, reflecting sport and physical activity provision across community, leisure, education, public, private and voluntary sectors. Materials should recognise the contribution of individuals and organisations from different backgrounds, ages and communities. Physical activity should be interpreted broadly and should not be limited to structured exercise or competitive sport.

The purpose of this qualification is to enable students to:

Apply their knowledge, skills and understanding to achieve the following work-related purposes (WRPs):

- WRP1: Plan sport and physical activity sessions to meet identified needs and outcomes
- WRP2: Analyse operational requirements to determine arrangements for safe, accessible and sustainable sport and physical activity provision
- WRP3: Deliver and adapt safe and inclusive sport and physical activity sessions
- WRP4: Monitor, analyse and evaluate sport and physical activity information to improve outcomes and provision
- WRP5: Develop a viable, inclusive and sustainable proposal for sport or physical activity provision using marketing, event and business considerations

Through this, develop transferable skills, including:

- Planning - organising session planning, environments, resources, events and development activity
- Communicating - engaging with participants, audiences, colleagues, partners and stakeholders
- Critical thinking - considering participant needs, evidence, risks, constraints and alternative approaches when making decisions
- Analysing - interpreting qualitative and quantitative participation, health, wellbeing, fitness, performance and service information
- Evaluating - reviewing outcomes, evidence, provision and own practice to identify improvements

- Decision making - using evidence, participant needs, intended outcomes and contextual requirements to select and justify appropriate actions
- Leading - supporting, guiding and motivating participants and contributing effectively to shared objectives and collaborative activity
- Recording - maintaining accurate participant, operational and service information and documentation
- Observing - identifying participant responses and movement, hazards, risks, barriers and operational issues
- Self-managing - reflecting on own performance, responding to feedback and managing personal and professional development

Develop in-depth knowledge and understanding of the key theories and principles which support effective practice in the subject, including:

- the principles of participation, health, wellbeing, inclusion and performance within sport and physical activity
- anatomy, physiology and human movement principles that underpin safe participation, exercise, training and performance
- injury prevention, factors influencing participation and performance, and the adaptation of activities to support safe and effective participation
- planning, delivery and evaluation of safe, inclusive and effective sport and physical activity sessions and services
- communication, collaboration and professional practice within sport and physical activity organisations
- health, safety, safeguarding, equality, diversity, inclusion and environmental sustainability
- the use of digital technologies, data and evidence to inform planning, delivery and continuous improvement

The aspects listed above are indicative of the scope and intent of the qualification and are not intended to be exhaustive.

2.1 Progression

V Levels aim to encourage interest in pursuing careers and further study related to sport and physical activity, by providing a broad and applied understanding of these areas, without requiring early occupational specialisation.

The content provides both a strong conceptual foundation and the basis for developing in-depth understanding of sport and physical activity through applying knowledge and skills to achieve practical work-related purposes.

This combination of theory and practice and the transferable skills students develop should effectively prepare them to access a wide range of related higher-level study and training across multiple sectors. This may include sport and exercise science, sports coaching, physical education, sport management, leisure management, physical activity

and health, sports therapy, outdoor education, community sport and physical activity, as well as higher and degree apprenticeships where knowledge of sport and physical activity underpins occupational practice.

3. Subject content

3.1 Guidance for awarding organisations

All the content outlined in this document must be included in qualification specifications.

Lists of content which start with a colon ':'

This denotes that all the content in the list is compulsory and must be included in awarding organisations' qualification specifications.

Lists of content which start with 'including'

This denotes that all the content in the list is compulsory and must be included in awarding organisations' qualification specifications. The list is a minimum; awarding organisations can choose to add to the list. To ensure comparability between awarding organisations' qualification specifications in a subject, DfE will use this approach in limited instances where additional relevant content could reasonably be added without affecting the comparability of qualification specifications and assessments.

Use of 'e.g.'

This is used to exemplify what is meant by the content statement. It is used to ensure awarding organisations have a clear and consistent understanding of the term; to signal that the example in use now may be superseded by more up-to-date examples; or where different examples could reasonably be included without affecting the comparability of qualification specifications and assessments. Awarding organisations can use the cited example, where it remains relevant and appropriate.

Organisational scenarios

The DfE Subject Content will indicate where learning should be contextualised to organisational scenarios. The content will not specify the specific scenarios. Scenarios provided by awarding organisations within qualification specifications should be varied and inclusive, drawing on examples from a range of sectors, local labour markets and organisational contexts to avoid reliance on prior workplace experience or sector specific knowledge.

Practical activity, simulation and equipment

Modelling or simulation may be used across work-related purposes where it serves a defined educational purpose within sport or physical activity. However, it must not replace practical activity where students are required to select and use equipment, materials and methods within sport and physical activity contexts. Awarding organisations must specify, and keep up to date, the equipment and materials students are expected to use, any

permitted equivalent equipment or materials, and the circumstances in which modelling or simulation may be used.

Reference to legislation

Where a specific legislation is referred to and includes the name of the Act, e.g. 'Health and Safety at Work Act', awarding organisations must refer to the latest version of the Act in their specifications and keep references to the Act up to date.

3.2 Optionality

All content is mandatory. There are no optional or elective elements in this V Level.

3.3 Work-related purposes

Students are expected to apply knowledge, understanding and skills to achieve authentic work-related purposes. The content specified in this section is expected to be demonstrated through applied activity.

When developing qualification specifications, awarding organisations must allocate between 180 and 200 guided learning hours (GLH) to the development of applied knowledge, understanding and skills directly needed to achieve the defined work-related purposes.

The scope of content for each work-related purpose may vary; they are not expected to each be delivered in the order specified here or be the same 'size' in terms of GLH. However, together they will align with the overall GLH for this section of the content.

WRP1: Plan sport and physical activity sessions to meet identified needs and outcomes

To achieve this work-related purpose, students must plan sport or physical activity sessions that respond to identified participant needs and intended outcomes.

To do this, students are expected to apply the following knowledge and understanding:

- information used to establish participant needs and starting points:
    - needs and abilities relevant to the planned sessions
    - participant goals and motivations relevant to intended outcomes
    - previous experience of sport or physical activity
    - health, physical activity, fitness and performance information relevant to safe and appropriate participation
    - access requirements affecting participation
- purposes of physical activity, exercise and sport sessions:
    - participation
    - health
    - wellbeing
    - enjoyment
    - development
    - performance
- methods used to establish participant starting points and suitability for planned sessions:
    - observation and consultation
    - pre-participation screening
    - fitness assessment and performance profiling
    - understanding of the purposes and limitations of each method
    - selection of methods suited to the intended sessions
- requirements for obtaining informed consent before participation: parental or guardian consent where required, in accordance with applicable safeguarding and organisational procedures
- factors that influence participation, engagement and continued involvement:
    - motivation and confidence
    - previous experiences and relationship with movement and physical activity
    - physical competence, ability and fitness in relation to session demands
    - accessibility of activities, environments and information
    - social and cultural influences on attitudes, support and participation
    - practical barriers affecting access, attendance and continued participation
- benefits of participation relevant to intended outcomes in relation to physical health, emotional and psychological wellbeing, cognitive engagement and learning, social connection and performance
- principles of safe, inclusive and purposeful session planning:
    - establishing relevant and meaningful aims and intended outcomes in response to participant needs, goals and motivations

    - selecting activities appropriate to participant needs and intended outcomes
    - sequencing activities to support safe participation and progression
    - determining duration and intensity appropriate to participants and session purposes
    - selecting environments, equipment and resources appropriate to planned activities
    - planning progression, adaptation and reasonable adjustment in response to participant needs
- principles of physical activity, exercise and training, progression, overload, recovery and individual variation, applied according to participant needs, abilities, goals and intended session outcomes
- application of anatomical, physiological and biomechanical knowledge to inform activity selection, sequencing, intensity, progression and adaptation, as appropriate to participant needs and intended session outcomes
- methods of progressing, regressing and adapting planned activities through changes to:
    - task or activity demands
    - intensity and duration
    - space and environment
    - equipment and resources
    - people and grouping
- the role of diet in providing energy and nutrients, hydration in maintaining fluid balance and recovery in supporting rest and adaptation following activity, to support safe participation, health, wellbeing and performance
- health, safety and inclusion requirements for the planned activities, participants and environment:
    - identification of foreseeable hazards, assessment of risks and selection of control measures
    - safeguarding responsibilities for participants and settings
    - equality and accessibility requirements affecting participation
    - duty of care and professional boundaries
    - organisational procedures for planned settings
- methods of monitoring participant responses and achievement of intended outcomes across planned sessions: observation, participant feedback, measures of activity intensity and measures of progress towards intended outcomes

In working to achieve the work-related purpose, students must be able to:

- plan sessions that address differing participant needs and intended outcomes in both individual and group contexts
- assess participant starting point information to identify participant needs:
    - through observation and consultation
    - alongside supplied fitness assessment or performance profiling information

- establish session aims and intended outcomes that reflect identified participant needs, starting points and the purpose of each planned session
- select and sequence activities that respond to participant needs, starting points and support achievement of the intended outcomes
- apply anatomical, physiological and biomechanical knowledge to inform planning decisions about activity selection, sequencing, intensity, progression and adaptation
- plan progression, regression and adaptation appropriate to identified participant needs and intended outcomes
- select environments, equipment and resources appropriate to each planned session
- identify foreseeable risks and control measures
- select methods for monitoring participant responses and achievement of intended outcomes across planned sessions
- justify planning decisions using participant needs, goals and starting points and knowledge of activity selection, sequencing, intensity, progression, adaptation and safe and inclusive practice
- apply established guidance on nutrition, hydration and recovery to justify practical session-planning decisions relating to:
    - hydration, rest and recovery
    - participant needs and intended outcomes

WRP2: Analyse operational requirements to determine arrangements for safe, accessible and sustainable sport and physical activity provision

To achieve this work-related purpose, students must analyse operational requirements and use information about participant needs, resources, risks and constraints to determine and justify safe, accessible and sustainable arrangements for sport and physical activity provision.

To do this, students are expected to apply the following knowledge and understanding:

- requirements for preparing, checking and maintaining safe and accessible environments, spaces, equipment and resources:
    - pre-use and ongoing checks
    - safe and accessible conditions during use
    - safe and secure arrangements following use
- requirements for safe and accessible environments and settings:
    - identifying and controlling hazards associated with environments, facilities, equipment, activities and people
    - assessing risk in relation to likelihood, potential harm and appropriate control measures
    - environmental conditions affecting safe participation and operation
    - accessibility requirements for participants, staff and visitors
    - supervision appropriate to the activity, participants and setting
    - security of environments, equipment and resources, in accordance with procedures
- requirements for equipment and resource organisation:
    - selection of equipment and resources appropriate to planned activities and participant needs
    - pre-use checks of equipment and resources for condition, safety, suitability and readiness for use
    - safe handling, set-up, use and set-down of equipment and resources in accordance with organisational procedures, manufacturers' instructions and applicable health and safety requirements
    - safe and secure storage, in accordance with organisational procedures and equipment requirements
    - identification of faulty or unsafe equipment and resources, prevention of further use and reporting in accordance with organisational procedures
- factors informing operational decisions and how these influence the selection and justification of operational arrangements:
    - participant types and needs
    - safety and accessibility
    - staffing and resource availability
    - capacity
    - sustainability
    - organisational policies, procedures and operational requirements

- emergency and incident procedures:
    - immediate response within level of authority, responsibilities and level of training
    - escalation through expected routes
    - recording and reporting
    - maintaining the safety of participants and others during the response
- operational records used to support safe and effective provision: environment and equipment checks, booking and resource records, and accident or incident records
- checking and reviewing operational arrangements against organisational requirements:
    - meeting organisational and operational standards
    - monitoring compliance with required procedures
    - recording outcomes of checks and monitoring
    - identifying and responding to operational issues or non-compliance
- environmentally responsible operating practices:
    - reducing unnecessary energy and water use
    - efficient use and reuse of equipment and consumable resources
    - minimising waste and ensuring safe disposal
- use of digital systems and methods to support activity coordination, participant registration and communication, scheduling, resource organisation and record keeping

In working to achieve the work-related purpose, students must be able to:

- interpret operational requirements and information about planned provision to identify priorities, operational constraints and risks
- determine and justify operational arrangements for identified sport and physical activity provision, taking account of participant needs, staffing, facilities, resources, accessibility, risks, sustainability and operational constraints
- prepare environments, spaces, equipment and resources for planned use
- assess the safety, accessibility and suitability of environments, spaces, equipment and resources before and during use
- identify hazards associated with environments, equipment, activities and people and apply control measures
- monitor environments and resources during use and identify and respond to changing circumstances within their level of authority
- identify faulty, damaged or unsafe equipment and resources, prevent their further use and report concerns in accordance with organisational procedures
- follow emergency and incident procedures within their level of authority, responsibilities and level of training
- leave environments, equipment and resources safe and secure following use, in accordance with organisational procedures
- maintain operational records relating to equipment and environment checks, resource use and incidents, ensuring information is accurate, complete and record ed in accordance with organisational requirements

- communicate and report operational requirements, hazards, resource constraints and identified issues to responsible personnel, following organisational communication and escalation procedures
- apply accessible and environmentally responsible working practices, maintaining access to environments, equipment and information for people with differing needs, minimising waste and using energy, water and other resources responsibly
- use accessible digital tools and systems to coordinate activities, maintain session schedules and resource records, and communicate and handle operational information securely in accordance with data protection requirements
- interpret outcomes of operational checks against organisational and operational standards and identify and justify corrective actions or improvements

WRP3: Deliver and adapt safe and inclusive sport and physical activity sessions

To achieve this work-related purpose, students must deliver and adapt planned sport and physical activity sessions safely and effectively in response to participant needs and changing circumstances.

To do this, students are expected to apply the following knowledge and understanding:

- approaches used in session delivery and how these are selected and adapted according to participant needs:
    - instruction
    - coaching
    - leadership
    - facilitation
- methods supporting participant learning and skill development during session delivery, through explanation, demonstration, practice, questioning, feedback and challenge
- requirements for effective session delivery:
    - introducing the purpose and requirements of the session
    - providing appropriate instruction, guidance or demonstration
    - observing participant response during delivery
    - maintaining appropriate challenge and, where relevant, progression
    - adapting delivery in response to participant needs and changing circumstances
- communication approaches: verbal, non-verbal, visual and digital communication and adapting language, instructions and feedback to participant needs, session purpose and delivery context
- methods of motivating and encouraging participants, through positive reinforcement, achievable goals, constructive feedback and recognition of progress aimed to support participation, effort, confidence and continued engagement
- approaches to inclusive delivery:
    - removing barriers to participation
    - making reasonable adjustments
    - adapting delivery to identified participant needs
    - supporting equitable and respectful participation
- factors that may require session delivery to be adapted:
    - participant response to activity demands
    - ability and progress in relation to intended session outcomes
    - confidence, motivation and engagement
    - environmental conditions affecting safe or effective delivery
    - availability or suitability of space, facilities, equipment and resources
    - changes in circumstances affecting the planned session

- duty of care within defined role, responsibilities and level of training:
    - recognising and responding appropriately to risks to participant safety and wellbeing
    - maintaining professional boundaries and recognising the limits of their own competence
    - seeking guidance and referring concerns to appropriate personnel
- safeguarding responsibilities relevant to the individual participants, groups and settings:
    - recognising potential safeguarding concerns to participant safety, welfare and wellbeing in sport and physical activity settings
    - understanding how to respond to concerns and disclosures
    - following organisational procedures for recording, reporting and escalating concerns
    - understanding the importance of confidentiality and information sharing in accordance with safeguarding procedures
- responsibilities during session delivery:
    - supervision appropriate to the activity and participants
    - dynamic risk assessment in response to changing conditions
    - safe use of environments, facilities and equipment
    - response to accidents, incidents and emergencies within defined role, level of authority, responsibilities and level of training
- principles of working effectively with others involved in supporting session delivery, with regard to roles, responsibilities and professional boundaries
- principles of reflective practice in session delivery: using participant responses, feedback and own decisions to identify strengths and priorities for improving future delivery
- the role of specialist practitioners in supporting participant health, wellbeing, inclusion, participation and performance and recognising when participants require specialist advice, support or referral

In working to achieve the work-related purpose, students must be able to:

- communicate the purposes, activities and requirements of planned sessions to participants
- deliver planned sessions that address differing participant needs and intended outcomes in both individual and group contexts
- deliver the planned sessions using approaches selected in response to session purposes, participant needs and delivery contexts, and justify the approaches selected
- use explanation, demonstration, practice, questioning and feedback to support participant learning and skill development
- use methods to motivate and encourage participants
- observe participant responses, movement and progress to:
    - adapt activities, communication, space, equipment or grouping in response to identified participant needs or changing circumstances
    - justify adaptations using observations, participant feedback and knowledge of safe and inclusive delivery

- maintain appropriate challenge and, where relevant, justify decisions about challenge and progression
- apply health, safety, safeguarding and duty-of-care requirements within defined role, responsibilities and level of training
- work effectively with others involved in supporting session delivery
- recognise when needs fall outside their defined role, level of authority, responsibilities or level of training and take action to seek advice, support or referral
- reflect critically on their own session delivery decisions and adaptations using feedback, observations and evidence to identify improvements to future delivery

WRP4: Monitor, analyse and evaluate sport and physical activity information to improve outcomes and provision

To achieve this work-related purpose, students must use information and evidence to monitor outcomes, evaluate effectiveness and identify improvements.

To do this, students are expected to apply the following knowledge and understanding:

- purposes of monitoring and evaluation:
  - measuring progress
  - determining achievement of intended outcomes
  - identifying strengths
  - identifying areas for improvement
  - informing future decisions
- types of information used to monitor and evaluate sport and physical activity:
  - quantitative information: counts, frequencies, durations, scores, measurements, percentages and rates
  - qualitative information: observations, descriptions, views, perceptions, experiences and feedback
- sources of information relevant to participant outcomes and provision:
  - participation information: registrations, attendance, frequency and duration of participation, completion rates, engagement and responses to pre- and post-activity questionnaires
  - health, fitness or performance information: heart rate, activity intensity, fitness assessment results, performance measures and changes recorded over time
  - observational information: participant engagement, movement quality, technique, responses to activity demands and observed progress
  - participant feedback: reported enjoyment, satisfaction, confidence, perceived exertion, accessibility and achievement of intended outcomes
  - service or provision information: participant numbers, capacity, resource use, accessibility, delivery arrangements and achievement of service objectives
- principles of collecting and recording information:
  - valid
  - accurate
  - consistent
  - complete
  - objective
- factors affecting the quality, reliability and interpretation of information:
  - reliability of the source or collection method
  - accuracy of information
  - currency and timeliness of information
  - bias or misrepresentation
  - completeness of information
  - changing participant or contextual circumstances

- methods of analysing information:
    - comparison with aims, intended outcomes or success criteria
    - identifying patterns, trends and changes over time in physical activity, participation, engagement, health, wellbeing, performance or outcomes
    - identifying relationships or differences within information
    - calculating totals, differences, percentages and straightforward rates using supplied numerical information
    - organising and presenting numerical information using tables, bar charts and line graphs to support interpretation
- application of anatomical, physiological and biomechanical knowledge to interpret health, physical activity, fitness, movement and performance information, analyse participant responses and outcomes, and draw evidence-informed conclusions to support recommendations for improvement
- criteria used to evaluate planned sport and physical activity sessions and provision:
    - achievement of intended outcomes
    - participant outcomes
    - participation and engagement
    - participant experience
    - effectiveness of provision in meeting identified needs
- factors that may influence outcomes:
    - participant-related factors
    - activity or session-related factors
    - instructor or exercise leader-related factors
    - environmental factors
    - organisational or contextual factors
- principles of evidence-informed decision making when drawing conclusions and identifying improvements
- requirements for handling information:
    - confidentiality
    - data protection
    - consent
    - requirements governing access, recording, storage, retention and sharing of information
    - secure handling of information
- use of digital tools to support the collection, organisation, analysis and presentation of information, the opportunities and limitations of AI-enabled tools, with critical consideration of output accuracy, potential bias, confidentiality and suitability for the intended purpose or audience
- principles of communicating findings and recommendations for different audiences and purposes:
    - selection of relevant information
    - clarity and accuracy
    - appropriate language and level of detail
    - format and presentation

In working to achieve the work-related purpose, students must be able to:

- select methods for collecting relevant information
- collect and record information accurately and consistently
- assess the validity, accuracy, consistency, completeness and potential bias of selected information and explain limitations affecting conclusions
- interpret qualitative and quantitative information and present findings against stated aims and success criteria:
    - interpret health, fitness, movement or performance information using anatomical, physiological and biomechanical knowledge
    - identify patterns, trends and changes
    - compare outcomes with stated aims, intended outcomes or success criteria
    - analyse factors that have influenced outcomes
- evaluate the effectiveness of activities, sessions or aspects of provision:
    - draw conclusions supported by evidence
    - make evidence-informed recommendations for improvement
- calculate totals, differences, percentages and straightforward rates using supplied numerical information
- use tables, bar charts and line graphs to present and interpret numerical information
- use digital tools to support the collection, organisation, analysis and presentation of information and, where AI-enabled tools are used, critically evaluate outputs for:
    - accuracy and potential bias
    - confidentiality
    - suitability for the intended purpose or audience
- communicate findings and recommendations for the intended audience and purpose

WRP5: Develop a viable, inclusive and sustainable proposal for sport or physical activity provision using marketing, event and business considerations

To achieve this work-related purpose, students must develop a viable, inclusive and sustainable proposal for sport or physical activity provision in response to an identified need or opportunity, using marketing, event and business considerations.

Students apply event-specific planning considerations to their proposal only where the proposed provision includes an event; they are not required to organise or deliver a live event.

To do this, students are expected to apply the following knowledge and understanding:

- forms of sport and physical activity provision:
  - sessions and services
  - memberships
  - events, competitions
  - community initiatives
- factors affecting demand for provision:
  - participant, community and customer needs, interests and preferences
  - affordability and accessibility
  - location and availability
  - competing provision
  - participation and market or consumer trends
- purposes and methods of participant, community, customer and market research used to identify needs, preferences and opportunities:
  - surveys and interviews
  - observation
  - analysis of existing participation or customer information
- marketing considerations for sport and physical activity:
  - identifying the intended audience
  - developing an appropriate provision or service offer
  - setting or considering price where relevant
  - selecting channels through which provision is accessed or promoted
  - selecting promotional approaches to the audience and purpose
- promotional methods used to reach and engage intended audiences**:**
  - digital and social media
  - websites and direct communication
  - printed materials
  - community and partner networks
- principles of effective promotional communication in relation to:
  - intended audience
  - purpose and message
  - tone and presentation

    - accessibility
- requirements for planning and promoting sport and physical activity events:
    - purpose and intended outcomes
    - intended audience
    - type and format of event
    - timing and venue or setting
    - resources
    - staffing and delivery roles including event staff, volunteers and officials
    - promotion
    - budget
    - contingency arrangements
- basic financial information used to support decisions about sport or physical activity provision:
    - income
    - expenditure
    - budget
    - pricing
- sources of income relevant to sport and physical activity provision:
    - fees and memberships
    - sponsorship
    - grants and other funding
    - commercial partnerships
- organisational objectives that influence the development of sport and physical activity provision:
    - participation
    - participant, community or customer experience
    - health and wellbeing
    - community impact
    - financial sustainability
- measures used to determine the potential effectiveness of proposed provision against its intended outcomes, taking account of:
    - participation and engagement
    - participant or customer feedback
    - anticipated financial viability, as appropriate to the proposal
- use of digital tools in developing and promoting provision:
    - opportunities and limitations of AI-enabled tools
    - accuracy and audience suitability
    - confidentiality and data protection
    - intellectual property

In working to achieve the work-related purpose, students must be able to:

- use participant, community, customer or market information to identify an opportunity or need
- evaluate the relevance, reliability and limitations of participant, community, customer or market information before using it to justify a proposed provision

- develop and justify a viable, inclusive and sustainable proposal for sport or physical activity provision, taking account of:
    - identified demand and intended participants
    - resource requirements
    - anticipated income and expenditure
    - accessibility and environmental considerations
- identify an intended audience and intended outcomes
- select marketing and promotional approaches appropriate to the intended audience and purpose and justify their selection
- develop promotional communications for an identified audience and purpose
- consider anticipated income and expenditure and use financial information to inform decisions about viability
- apply event-planning considerations to support the proposed provision where the proposed provision includes an event
- communicate proposal requirements and intended outcomes to partners or stakeholders, responding to feedback to inform proposal development
- use digital tools to support proposal development and promotion and where AI-enabled tools are used, critically evaluate outputs for:
    - accuracy and audience suitability
    - confidentiality and data protection
    - intellectual property.
- identify appropriate measures for determining effectiveness of the proposed provision in achieving its intended outcomes
- use findings from research and proposal development to refine and justify the proposed provision

3.4 Core knowledge and understanding

When developing qualification specifications, awarding organisations must allocate between **160 and 180** GLH to core knowledge and understanding to ensure sufficient depth of coverage of the key concepts, theories and principles at level 3.

The core knowledge and understanding both:

- provides the conceptual foundation that underpins achievement of the work-related purposes
- ensures that students develop a coherent understanding of the subject more broadly

Where concepts appear across both core knowledge and understanding and work-related purposes, the core knowledge and understanding section defines what students must understand conceptually, while the work-related purposes specify how that understanding is applied, evidenced and demonstrated in context.

Students must know and understand:

Sector, participation and development

- the purpose, scope and contribution of the exercise, sport and physical activity sector to health and wellbeing, participation, personal development, communities and society
- factors influencing participation, behaviour change and motivation
- approaches to supporting engagement, adherence, progression and sustained participation, taking account of access barriers, individual needs and motivations
- the effects of physical, cognitive, emotional and social development and individual differences on participation, learning, performance and behaviour across the lifespan

Human performance and participant development

- anatomical and physiological principles underpinning sport and physical activity, training and performance:
    - structure and function of major bones and joints, and joint actions
    - major superficial muscles, types of muscle action and sliding filament theory of muscular contraction
    - nervous system control of voluntary movement
    - cardiorespiratory responses to exercise
    - acute physiological responses and longer term physiological adaptations to exercise and training
    - aerobic and anaerobic energy systems
- biomechanical principles underpinning human movement and performance:

  - planes and axes of movement
  - joint actions and movement patterns
  - forces and motion
  - centre of mass, stability and balance
  - levers and their application to movement
- qualitative analysis of participant movement and technique using practical methods of observational analysis to identify and reduce potentially foreseeable injury risks
- psychological and social principles influencing participation and performance:
  - motivation, confidence and self-efficacy
  - arousal and anxiety
  - attention and concentration
  - individual and group influences
  - adherence, learning and performance
- application of psychological and social principles to explain participation and performance and justify approaches to participant engagement, session planning and review
- health-related components of fitness: cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition
- skill-related components of fitness: agility, balance, coordination, power, reaction time and speed
- principles of training and matching training to intended outcomes: specificity, overload, progression, reversibility, individualisation and recovery
- training methods: continuous, interval, circuit, resistance and flexibility training
- relationships between training load, recovery, adaptation and performance
- purposes and principles of participant assessment:
  - screening and readiness for sport and physical activity
  - fitness testing and selection of measures
  - health monitoring
  - performance profiling
  - validity, reliability and appropriateness of assessment methods
  - interpretation and use of assessment information to inform planning, training and review
- the role of nutrition, hydration and recovery in relation to health, participation, training and performance:
  - nutrition in providing energy and nutrients
  - hydration in maintaining fluid balance
  - recovery in supporting rest and physiological adaptation following physical activity and exercise

Planning, delivery, monitoring and improvement

- the purposes and key considerations of planning, delivering, monitoring and evaluating sport and physical activity provision: participant needs, intended outcomes, activity adaptation, inclusive delivery, progression and review
- the role of communication, collaboration and leadership in supporting participant experiences, team working and effective sport and physical activity provision
- methods of collecting, interpreting and using qualitative and quantitative participant, performance and service information to monitor participation, evaluate outcomes and inform improvement

Safe and inclusive professional practice

- principles of inclusion, equality, diversity, accessibility and safeguarding in removing barriers, meeting participant needs and maintaining safe and supportive environments
- legal, ethical and professional responsibilities relevant to physical activity, exercise and sport, health and safety, safeguarding, duty of care, risk assessment, equality, confidentiality, data protection and professional boundaries, professional conduct, integrity, accountability, reliability, respectful relationships and ethical judgement
- professional practice, reflective practice and continuing professional development in maintaining knowledge and skills, using feedback and evidence to identify strengths, development needs, priorities and realistic goals, and monitoring progress to support career development.
- personal responsibilities within defined roles: recognising the limits of own authority, knowledge, skills and responsibilities, seeking appropriate advice or support and referring concerns through established procedures

Operations, quality, technology and sustainability

- requirements, procedures and approaches for maintaining safe, accessible and effective sport and physical activity provision:
    - resource planning
    - operational checks
    - participant support
    - quality monitoring and improvement
- the role of digital and emerging technologies and artificial intelligence in sport and physical activity:
    - communication, planning and delivery
    - monitoring, recording, evaluation and decision making
    - associated opportunities, limitations and ethical considerations
    - responsible application requiring accuracy checks, awareness of bias,

confidentiality, intellectual property, transparency and human judgement

- environmentally responsible practices within sport and physical activity settings:
  - efficient resource use
  - waste reduction
  - consideration of environmental impact

Annex A: Glossary of terms

Accessibility – Designing activities, environments, resources and services so that they can be used and participated in by individuals with a wide range of needs, abilities and circumstances.

Activity – A specific sport or physical activity undertaken individually or in a group that may form part of a wider session, programme or provision.

Artificial Intelligence (AI) – Digital technologies that use data and computational models to analyse information, recognise patterns, generate content, make predictions or recommendations, and support human decision making. Outputs require appropriate human review, verification and judgement.

Cardiovascular system – The heart, blood vessels and blood circulation, responsible for transporting oxygen, nutrients and other substances throughout the body.

Cardiorespiratory fitness – The capacity of the cardiovascular and respiratory systems to supply oxygen to working muscles during sustained physical activity.

Cardiorespiratory endurance – The ability to sustain aerobic physical activity over time through the effective functioning of the cardiovascular and respiratory systems.

Duty of care – The responsibility to take reasonable steps to protect participants, colleagues and others from foreseeable harm.

Dynamic risk assessment – The continuous process of identifying, assessing and responding to changing risks during activities or sessions.

Sport and physical activity provision – Activities, sessions, services, events and other opportunities provided across a range of settings to support participation, health, wellbeing, development and performance.

Group – Three or more participants taking part together in a sport, exercise or physical activity session.

Inclusion – Creating equitable opportunities for individuals to participate by recognising and responding to differing needs, abilities, backgrounds and circumstances.

Informed consent – Agreement given voluntarily by a participant after they have received and understood sufficient information about the nature, purpose and potential risks of an activity, assessment or other provision.

Participant – Any individual, including a child, young person or adult, taking part in sport, exercise or physical activity or accessing associated provision, regardless of age, ability or experience. This may include customers where applicable.

Performance – The level or quality of an individual's participation, movement, physical capability or skill demonstrated in relation to identified goals or outcomes.

Professional boundaries – The limits of appropriate professional relationships and conduct that protect the safety, wellbeing and trust of participants, colleagues and organisations.

Professional practice – Applying knowledge, skills, conduct and judgement in accordance with legal and ethical responsibilities, professional standards and the requirements of the activity or setting.

Referral – Reporting or directing a participant concern or need to an appropriate responsible person, qualified practitioner, professional or service where the matter falls outside the individual's role, level of authority or scope of practice.

Reflective practice – Reviewing performance and experiences to identify strengths, areas for development and opportunities for improvement.

Respiratory system – The organs and structures involved in breathing and gaseous exchange, enabling oxygen to enter the body and carbon dioxide to be removed.

Routine – Basic, familiar activities or tasks carried out by following established procedures, recognised methods or instructions. These involve predictable requirements and are undertaken within clearly defined responsibilities, with limited need for independent decision-making.

Safeguarding – Responsibilities and actions to protect children, young people and adults at risk from harm, abuse, neglect or exploitation, including recognising, recording and reporting concerns appropriately in accordance with organisational procedures.

Service – An organised offer that provides access to sport or physical activity opportunities, support or related provision for participants or customers.

Session – A planned period of sport or physical activity designed to achieve defined participation, health, wellbeing, fitness, cognitive development, learning or performance outcomes.

Session aims – The overall purpose of a session expressed in terms of the intended participation, health, wellbeing, learning or performance outcomes.

Scope of practice – The limits of the activities, responsibilities and decisions that an individual is appropriately trained, qualified and authorised to undertake within their role.

Screening – The process of gathering and reviewing participant information before, during and after participation to identify factors affecting suitability, safety or the need for further advice or assessment.

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Specialist practitioner – A practitioner with specific expertise, qualifications or professional responsibilities relevant to participant health, wellbeing, inclusion, participation or performance.

Stakeholder – Any individual or organisation with an interest in, or influence on sport or physical activity provision.

Sustainability – Environmentally, socially and economically responsible approaches that support long-term sport or physical activity provision.

Straightforward – Clearly defined and accessible information that can be understood and interpreted using established knowledge, methods or procedures. The information does not require complex analysis or specialist judgement but may require basic interpretation to support decisions or recommendations.

Wellbeing – The physical, mental and social aspects of an individual's health and wellbeing that contribute to their ability to function, participate and experience a positive quality of life.

Work-related purpose (WRP) – An applied activity that requires students to bring together knowledge, understanding and skills to complete an authentic task representative of practice within sport and physical activity.

Transferable skills

The following transferable skills[1] have been integrated into the content for work-related purposes:

WRP	Transferable skills
WRP1	**Planning** when developing safe, inclusive and purposeful sport and physical activity sessions. **Critical thinking** when considering participant information, needs, barriers and alternative planning approaches. **Decision making** when selecting and justifying activities, progression, adaptations, environments and resources. **Communicating** when presenting or explaining planning decisions to intended audiences.

[1] Framework for transferable skills and work-related behaviours - GOV.UK

WRP	Transferable skills
WRP2	**Analysing** when interpreting operational requirements, risks, constraints and resource needs. **Observing** when identifying hazards, risks and changing operational circumstances. **Decision making** when determining and justifying operational arrangements, control measures and responses to operational issues. **Recording** when maintaining accurate records of operational checks, resource use and incidents.
WRP3	**Communicating** when instructing, guiding, motivating and encouraging participants. **Leading** when supporting participants and contributing to safe and effective session delivery. **Observing** when identifying participant responses, movement and progress during delivery. **Decision making** when selecting and justifying delivery approaches and adaptations in response to participant needs and changing circumstances. **Self-managing** when reflecting on own session delivery, feedback and priorities for improvement.
WRP4	**Analysing** when interpreting qualitative and quantitative information, patterns, trends and relationships. **Evaluating** when judging outcomes and effectiveness against aims, intended outcomes or success criteria. **Decision making** when drawing evidence-informed conclusions and recommendations. **Communicating** when presenting findings and recommendations appropriately for different audiences and purposes.
WRP5	**Planning** when developing a viable, inclusive and sustainable proposal for sport or physical activity provision. **Communicating** when developing promotional communications appropriate to intended audiences and communicating proposal requirements and outcomes to partners or stakeholders. **Critical thinking** when evaluating the reliability and limitations of participant, community, customer and market information and alternative approaches to provision. **Decision making** when selecting and justifying marketing, event and financial considerations appropriate to the proposed provision.

Workplace behaviours

Teaching and learning opportunities to develop the following workplace behaviours may be developed through student engagement with work-related purposes:

WRP	Workplace behaviours
WRP1	**Inclusive** when considering differing participant needs, abilities and access requirements in planning. **Responsible** when considering safe practice, duty of care and appropriate planning decisions.
WRP2	**Responsible** when making operational decisions that support safe, accessible and sustainable provision. **Takes initiative** when identifying and responding appropriately to hazards, risks and operational issues.
WRP3	**Adaptable** when modifying delivery in response to participant needs, responses and changing circumstances. **Socially adept** when communicating with and supporting participants and others involved in session delivery. **Reflective** when reviewing own delivery and setting development priorities.
WRP4	**Perceptive** when interpreting information, identifying patterns, trends and factors affecting outcomes. **Reflective** when evaluating evidence and identifying appropriate improvements.
WRP5	**Takes initiative** when identifying opportunities and developing appropriate proposals for provision. **Socially adept** when communicating proposals and responding to feed back from audiences, partners and stakeholders.

Links to occupational standards

The subject content for this V Level draws upon the following occupational standards. These are provided for reference and awarding organisations are not expected to include any further content from these standards or signal content alignment in any more detail in their qualification specifications.

Occupational Standard	Reference	SOC Codes
Community Sport and Health Officer	ST0093	3442
Leisure Duty Manager	ST0301	7220
Personal Trainer	ST0302	3442
Outdoor Activity Instructor	ST0479	3442
Sporting Excellence Professional	ST0524	3431
Sports Coach – School Coach	ST0770	3432

Links to Foundation certificates

The following aspects of V Level content directly relate to content specified in the Foundation Certificate in Sport, Fitness and Exercise.

V Level reference	Foundation Certificate reference	Knowledge and understanding	Skills
WRP1	LO1; LO4 (principal); LO2; LO3 (supporting)	Participation, health and wellbeing, basic exercise responses, participant needs and barriers, inclusive session aims, sequencing, adaptation and resources.	Identify needs and barriers, recommend activities, plan and adapt defined sessions. Plan sessions that address differing participant needs and intended outcomes in both individual and group contexts, with level 3 justification and evaluative judgement.
WRP2	LO3 (principal); LO2; LO5 (supporting)	Safe environments and equipment, checks, hazards, risk controls and accessibility, reporting and secure records.	Prepare and check environments and resources, identify hazards, apply controls and report concerns.

PROPOSED SUBJECT CONTENT FOR CONSULTATION

V Level reference	Foundation Certificate reference	Knowledge and understanding	Skills
WRP3	LO2; LO4 (principal); LO3; LO6 (supporting)	Inclusive communication, session structure, delivery, observation, adaptation, safety and reflective practice.	Communicate instructions, support delivery, observe and adapt activities, reflect on own contribution. Deliver sessions that address differing participant needs and intended outcomes in both individual and group contexts, with level 3 justification and evaluative judgement.
WRP4	LO5; LO6 (principal); LO1; LO2 (supporting)	Basic physiological responses, monitoring and recording, simple measures, information security, feedback, review and evidence reliability.	Collect and interpret defined information, review outcomes and recommend improvements.
WRP5	LO1; LO2 (partial underpinning only)	Participant needs, barriers, inclusion and audience-appropriate communication; no direct level 2 equivalent for marketing, events or business viability.	Use participant information and communicate for an audience.

Department for Education

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