PROPOSED SUBJECT CONTENT FOR CONSULTATION

Department for Education

Sport and physical activity

Level 2 Foundation Certificate subject content

DRAFT FOR CONSULTATION

November 2026

Contents

1. Introduction 2
2. Aims 3
2.1 Co-teaching opportunities 6
2.2 Progression 6
3. Subject content 7
3.1 Guidance for awarding organisations 7
3.2 Optionality 7
3.3 Content size 8
3.4 Learning outcomes 8
Annex A: Glossary of terms 25
Annex B: Content Mapping 27
Mapping to level 3 qualifications 32
Alignment to V Level 32
Alignment to T Level 35
Alignment to A Levels 36

1. Introduction

Foundation Certificates are qualifications that will be taken as part of the one-year Further Study pathway. They are level 2, high-quality qualifications that prepare students for progression to further study to all level 3 options, including V Levels, T Levels or A Levels. These qualifications allow students to develop their knowledge and skills before moving up to the next level.

The Department does not set mandatory prior learning requirements for Foundation Certificates. Foundation Certificate content is set at level 2; providers may set their own entry requirements at level 2 and for progression to level 3, including any GCSEs required.

Foundation Certificate subject content sets out the national learning outcomes (LOs) and the knowledge, understanding and skills common to all Foundation Certificate qualification specifications in this subject.

This subject content is built on clear underlying principles, ensuring a consistent approach is taken across Foundation Certificates in all subjects.

Foundation Certificate overall content must be able to be taught within the range of 240-300 Guided Learning Hours (GLH). The size of each Foundation Certificate subject is determined through the content development process.

This subject content provides the framework within which the awarding organisations (AOs) create the detail of their qualification specification.

2. Aims

This subject content enables students to develop and apply knowledge, understanding and skills in work-related contexts. It provides students with a broad introduction to the subject that supports progression to further study at the various options at level 3.

Organisational scenarios used within the content should be varied and inclusive, and representative of the breadth of the sector. These scenarios should draw on examples from a range of sectors, local labour markets and organisational contexts, to ensure accessibility for all learners. Over-reliance on prior experience or sector specific knowledge should be avoided.

The purpose of this qualification is to enable students to:

Apply their knowledge, understanding and skills to achieve the following learning outcomes (LOs):

- LO1: Apply concepts and principles of health, fitness, wellbeing and participation to support informed choices in sport and physical activity
- LO2: Communicate effectively and inclusively to support participant needs and engagement in sport and physical activity
- LO3: Plan and prepare safe sport and physical activity environments, equipment and resources to support participation
- LO4: Support the delivery and adaptation of safe, inclusive sport or physical activity sessions to meet identified participant needs
- LO5: Collect, monitor, record and interpret participant and activity information to make recommendations
- LO6: Review participation and session outcomes in sport and physical activity to identify improvements

Through these learning outcomes, students will develop transferable skills[1], including:

- Communicating – active listening, using visual, oral and written methods, engaging participants, sharing information, building rapport and adapting style and tone to different participants and audiences
- Planning – identifying discrete steps, estimating time and resource requirements, prioritising, coordinating and sequencing activities in sport and physical activity
- Observing – applying situational awareness and monitoring participants, activities and environments to identify changes, needs or concerns
- Decision making – clarifying logical choices, considering likely impacts, using evidence and advice, and reaching justified conclusions in relation to participants and activities

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

- Self-managing – monitoring and reflecting on own performance, managing time and responsibilities, setting personal goals and seeking advice or support
- Recording – transcribing, noting, capturing, saving and storing participant and activity information accurately and appropriately
- Analysing – identifying common features, organising, classifying and ordering information relating to participation, wellbeing and activities
- Evaluating – reviewing information and outcomes to identify strengths, areas for development and possible improvements
- Leading – supporting others, providing direction and modelling positive behaviours within activities in sport and physical activity
- Critical thinking – questioning information, considering advantages and disadvantages, and using reasoning to reach conclusions about activities and participation
- Investigating – defining questions, gathering and examining information and drawing supported conclusions about participation and wellbeing
- Creativity – developing ideas and adaptations in response to participant needs in sport and physical activity contexts

Students should continue to develop literacy, numeracy and digital skills through their application within the context of achieving the learning outcomes.

Students will develop literacy skills, including:

- accessing, understanding and interpreting information from a range of written sources
- identifying key points, meaning and purpose
- communicating information, ideas and opinions effectively through verbal interaction
- listening, responding and contributing to different contexts
- producing clear, accurate and purposeful written communication
- structuring information for audience and purpose
- using subject terminology and vocabulary
- presenting information effectively using formats and communication techniques appropriate to purpose and audience

Students will develop numeracy skills, including:

- using numerical information and measures to support appropriate activity decisions
- examining numerical information, patterns and relationships
- interpreting numerical data, graphs, charts and tables
- assessing the accuracy and reasonableness of numerical results
- using numerical evidence to support decisions and recommendations
- presenting numerical information using methods appropriate to the purpose and audience
- working accurately with numbers, measures and calculations

- using appropriate mathematical tools and techniques to support calculation and analysis
- checking numerical information and calculations for accuracy

Students will develop Essential Digital Skills, including:

- using digital devices confidently, independently and appropriately
- accessing, managing, organising, storing and backing up digital information securely
- finding, retrieving and checking digital information for relevance and reliability, including recognising that AI-generated content may be inaccurate or unreliable
- creating and editing digital information and materials relevant to the learning outcomes using appropriate tools, checking the accuracy and suitability of outputs, including any AI-supported output used
- producing digital outputs appropriate to purpose, audience and accessibility needs
- communicating and collaborating using digital technologies
- using digital tools to support routine activities and processes and to solve straightforward problems, seeking appropriate support where required
- using digital tools to organise, present and interpret straightforward data
- protecting data, devices and digital identities and applying appropriate privacy and cybersecurity practices
- recognising online risks and applying safe, responsible, legal and ethical digital practices

Students will develop knowledge and understanding of the key theories and principles which support effective practice in the subject:

- the contribution of physical activity to health, fitness and wellbeing
- principles of health, fitness and healthy, balanced lifestyles
- physiological factors that influence health, fitness and physical performance
- psychological factors that influence participation and performance
- social and cultural factors that influence participation in sport and physical activity
- principles of inclusive participation and participant support
- principles of planning and preparing safe sport and physical activity sessions
- skills and techniques used within a range of sport and physical activity contexts
- principles of monitoring, analysing and evaluating participation, wellbeing and performance
- principles of health, safety and risk management in sport and physical activity environments
- communication and engagement principles relevant to participants and colleagues
- principles of information collection, recording, analysis and appropriate information management
- principles of reviewing and improving participation, activity outcomes and own performance
- factors affecting participation and approaches to encouraging active, healthy lifestyles

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

2.1 Co-teaching opportunities

The content identifies genuine co-teaching opportunities between Foundation Certificates and Occupational Certificates through shared learning outcomes, common knowledge, understanding and skills and consistent terminology and language, where appropriate. This mapping enables education providers and awarding organisations to more easily identify where the content could support co-teaching, while maintaining the distinct purpose and identity of each qualification. It can be used by awarding organisations when considering the design of qualifications, and by education providers when considering planning and delivering co-teaching, where this is appropriate within their settings. Annex B sets out the content mapping illustrating subject content alignment across qualifications, that may support co-teaching opportunities.

2.2 Progression

Foundation Certificates aim to encourage student motivation and interest in progressing to further study in a relevant subject. They provide a broad and applied understanding of the sector that intentionally avoids narrow specialisation. This is to inform student choice about which further study option they want to pursue and the subject areas to specialise in, when they progress to the next level.

The content provides both a strong conceptual foundation for the subject and the basis for developing a deeper understanding, through applying knowledge, understanding and skills to achieve practical work-related learning outcomes.

This combination of theory and practice and the transferable skills students develop, will provide a stepping-stone that effectively prepares them for a wide range of related further study options. This may include progression to further study at level 3, including V Levels, T Levels or A Levels.

3. Subject content

3.1 Guidance for awarding organisations

All content, unless specified otherwise, 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.

In sport and physical activity, these scenarios may include indoor, outdoor, community, education, leisure and performance settings.

3.2 Optionality

There are no optional or elective elements through which students can meet the mandatory minimum content required for this Foundation Certificate subject.

3.3 Content size

This Foundation Certificate subject content has been designed to be achievable in 300 GLH, which has been determined through the content development process.

The scope of content for each LO may vary; they are not expected to each be delivered in the order specified in the subject content or be the same 'size' in terms of GLH. However, together they will align with the overall GLH for this qualification.

3.4 Learning outcomes

Learning outcomes describe what students will be able to do after a period of learning.

We have set out, below each learning outcome, the knowledge and understanding and skills:

- knowledge and understanding - the theoretical facts, principles, concepts, and procedures that students should acquire
- skills - the subject-specific and transferable skills needed to achieve a learning outcome

Students are expected to apply knowledge, understanding and skills to demonstrate authentic work-related learning outcomes. Content specified is expected to be demonstrated through applied activity, rather than separately.

The subject content assumes no prior learning or qualification in the subject and introduces concepts from foundational level where required.

All students are to develop the knowledge, understanding and skills to be able to demonstrate all learning outcomes by the end of the programme, as the mandatory minimum content for this subject.

For each learning outcome, a rationale is provided for contextual explanation only. It is not part of the subject content that awarding organisations are required to include in their specifications.

References to work-related behaviours that may be demonstrated through engagement with each learning outcome have been signposted and may be set out by awarding organisations in specifications for teaching and learning but are not expected to be assessed.

The learning outcomes can be delivered independently of each other, or together in combination.

LO1: Apply concepts and principles of health, fitness, wellbeing and participation to support informed choices in sport and physical activity

Rationale:

This learning outcome develops foundational knowledge of health, fitness, wellbeing and participation in sport and physical activity. Students consider the physical, mental and social benefits of activity and how basic body systems and personal, social and environmental factors affect participation. In defined scenarios, students recognise needs, preferences and barriers and use information to support realistic and inclusive activity choices. The level 2 focus is on applying established knowledge and making supported recommendations, not diagnosing conditions or prescribing specialist exercise programmes.

Students develop communication and decision-making through using reliable information and explaining participation choices. Knowledge can be applied through everyday physical activity, active recreation, exercise and sport examples, without requiring specialist facilities or prior experience.

This provides a foundation for progression to level 3 study, where students can develop greater depth in areas such as anatomy and physiology, exercise physiology, psychology, participation and performance, and apply this knowledge with increased complexity, independence and judgement.

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

- the relationship between sport, exercise and physical activity and their benefits for physical, mental and social wellbeing:
    - physical wellbeing: improved cardiorespiratory fitness, muscular strength and endurance, flexibility, bone health, weight management and reduced risk of long-term health conditions
    - mental wellbeing: improved mood, self-esteem, confidence, concentration and sleep quality, and reduced stress and anxiety
    - social wellbeing: increased social interaction, inclusion, sense of belonging, teamwork, communication skills and opportunities to build positive relationships
- components of fitness relevant to participation: cardiorespiratory fitness and endurance, muscular strength, muscular endurance, flexibility and body composition, with introductory awareness of speed, power, agility, balance, coordination and reaction time in sport and physical activity
- how participation in sport, exercise and physical activity contributes to developing and maintaining physical fitness as an outcome of participation, rather than through specialist fitness testing or training
- principles of healthy and active lifestyles: the role of regular physical activity, balanced nutrition, adequate hydration, sufficient sleep and reduced sedentary behaviour in maintaining health, fitness and wellbeing

- the structure, functions and immediate responses of body systems relevant to movement and physical activity:
    - skeletal system: major bones of the upper body, lower body and trunk, and their roles in support, protection and movement
    - joints: location and movements at the shoulder, elbow, hip, knee and ankle
    - muscular system: major muscle groups of the upper body, lower body and trunk, and their roles in producing movement
    - cardiovascular system: the heart, blood vessels and circulation and the transport of oxygen to working muscles
    - respiratory system: the lungs, breathing and gaseous exchange
- immediate physiological responses to physical activity:
    - increases in heart rate, breathing rate and body temperature
    - how these responses support the body's increased demands during physical activity
- personal factors affecting participation and activity choices: age, ability, disability, health or fitness level, previous experience, preference, goals, motivation, confidence and enjoyment
- social, cultural, financial and environmental influences on participation: family and peers, cultural expectations, access, cost and availability of activities
- approaches to overcoming participation barriers within defined sport and physical activity contexts: providing appropriate information, encouragement, adaptations and signposting
- principles of inclusive participation: equitable access, activity adaptation and support for differing participant needs, abilities and circumstances
- valid and reliable sources of information on physical activity, health and wellbeing: government and public health guidance and recognised sport and physical activity organisations

In working to achieve the learning outcome, students must be able to:

- identify factors affecting participation in sport and physical activity for individuals or groups
- identify individual needs, preferences, goals and barriers to participation
- compare information from recognised sources about the benefits, suitability and accessibility of activities in sport and physical activity
- identify ways of adapting opportunities to support inclusive participation
- communicate information about the physical, mental and social benefits of physical activity and active lifestyles
- use participant information about identified needs, preferences, goals and barriers to recommend realistic approaches to encouraging participation and healthier, more active lifestyles

Transferable skills to be developed and demonstrated through this learning outcome, include:

- communicating, when explaining relevant information about physical activity, health, wellbeing and participation to support informed choices

- decision making, when using information about participant needs, preferences, goals and barriers to make choices about participation and activity

Work-related behaviours that may be demonstrated through engagement with this learning outcome, but not expected to be assessed, include:

- adaptability
- collaboration
- independence
- professionalism
- respect

LO2: Communicate effectively and inclusively to support participant needs and engagement in sport and physical activity

Rationale:

This learning outcome establishes the underpinning knowledge and skills for effective, inclusive communication in sport and physical activity. Students apply verbal, non-verbal, written and digital approaches to defined participant and group situations, using listening, clear information and appropriate adaptations to build understanding and support engagement.

These communication skills are developed through defined participant and group situations and applied across the other learning outcomes. Learning may involve supervised peer interaction and realistic scenarios, without requiring experience of every participant group.

Students consider needs and barriers, respectful interactions, professional boundaries and information sharing. Level 2 application involves familiar situations and appropriate advice or support where needed, rather than complex negotiation or independent specialist judgement.

The learning outcome develops transferable skills, including communicating, decision making and leading, as students select and adapt communication approaches and contribute constructively when working with others.

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

- purposes of communication in sport and physical activity: providing information and instructions, identifying needs, supporting and promoting participation, and working with others
- communication methods: verbal, non-verbal, written and digital communication
- principles of effective and inclusive communication: active listening, appropriate questioning, clear language, checking understanding and adapting communication approaches to meet participant needs
- factors and barriers affecting communication: age, ability, disability, language, culture, confidence and communication needs
- ways to reduce identified communication barriers: suitable adjustments to method, language and accessible information
- principles of inclusive and respectful communication: recognising individual differences, avoiding discriminatory language and treating participants with dignity and respect
- approaches to establishing rapport and positive relationships with participants: demonstrating empathy, building trust and responding appropriately to participant concerns
- roles and responsibilities when communicating with participants, colleagues, supervisors and other people involved in supporting sport and physical activity sessions

- principles of handling and sharing personal information and maintaining professional boundaries in sport and physical activity settings:
    - confidentiality and privacy
    - informed consent
    - data protection
    - accuracy of information
    - secure communication and information sharing
    - professional boundaries
    - following given procedures when collecting, recording, storing and sharing participant information
    - recognising when information or concerns must be reported to a responsible person, taking into consideration safeguarding or confidentiality concerns

In working to achieve the learning outcome, students must be able to:

- identify communication needs and barriers in defined participant situations
- select and use appropriate communication methods
- communicate information and instructions clearly using appropriate terminology
- listen to, question and respond appropriately to participants
- adapt communication to identified participant needs and to reduce or overcome barriers
- establish effective communication and rapport with participants
- communicate appropriately with others to support coordinated activity
- present information appropriately for purpose and audience
- follow supplied confidentiality, consent and information-sharing procedures when handling participant information, and report concerns through specified organisational routes

Transferable skills to be developed and demonstrated through this learning outcome, include:

- communicating, when selecting, using and adapting communication methods to meet participant needs and support engagement
- decision making, when selecting communication approaches in response to identified needs, circumstances and barriers
- leading, when modelling effective communication and positive relationships and supporting coordinated activity with participants and others

Work-related behaviours that may be demonstrated through engagement with this learning outcome, but not expected to be assessed, include:

- adaptability
- independence
- professionalism
- respect
- resilience

LO3: Plan and prepare safe sport and physical activity environments, equipment and resources to support participation

Rationale:

This learning outcome develops knowledge and skills for checking and preparing safe, accessible activity environments, equipment and resources within sport and physical activity contexts.

It focuses on preparing environments, equipment and resources for defined activities in sport or physical activity, rather than designing complete session plans.

Students select and prepare suitable equipment and resources, identify hazards and equipment concerns, and apply established safety procedures, taking action or reporting concerns within their defined responsibilities and level of authority.

These skills are developed in schools, colleges or other realistic learning environments, without requiring separate activities across both contexts.

At level 2, the emphasis is on routine preparation and safe working practices within clearly defined situations, rather than specialist health and safety or operational management.

This provides a foundation for the greater independence, risk management and operational judgement expected at level 3.

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

- types and purposes of equipment and resources commonly used in sport and physical activity:
    - activity equipment
    - fitness equipment
    - basic planning and recording resources
- factors affecting suitable equipment and resource selection:
    - activity purpose
    - participant needs
    - safety and suitability
    - accessibility
- principles of safe preparation, handling, use and storage of equipment and resources, with checks relating to:
    - equipment condition and identification of visible damage or faults
    - suitability of equipment and resources for intended activities and participant needs
    - secure positioning or assembly of equipment, where applicable
    - cleanliness and safe storage requirements

- characteristics of safe and suitable indoor and outdoor sport and physical activity environments: adequate space for the intended activity, safe surfaces, lighting and ventilation where relevant, accessible entry and exit routes, and appropriate weather and environmental conditions
- common hazards associated with activities in sport and physical activity:
    - equipment
    - surfaces
    - available space
    - environmental conditions
    - participant activity
- principles of risk assessment in sport and physical activity environments:
    - identifying hazards and who may be harmed
    - understanding associated risks and the likelihood and severity of harm
    - selecting appropriate control measures to reduce risks
    - identifying hazards or risks that require reporting or escalation because they cannot be controlled within own defined role, and following established reporting procedures
- participant factors that may affect safe participation:
    - age
    - ability and disability
    - health information
    - previous experience
    - readiness for activity
- approaches to adapting equipment, resources and environments to support safe and inclusive participation
- procedures for reporting hazards, damaged or unsuitable equipment, accidents, incidents and other safety concerns
- safe working and safeguarding responsibilities in defined activity settings:
    - maintaining professional boundaries
    - recognising possible safeguarding concerns involving children, young people and adults at risk through signs or disclosures of abuse, neglect, inappropriate behaviour or circumstances indicating potential harm
    - reporting or referring identified concerns promptly to the designated responsible person
    - working within the boundaries of their role, responsibilities and level of authority

In working to achieve the learning outcome, students must be able to:

- select and check equipment and resources for suitability, condition and safe use in relation to defined activities in sport or physical activity and identified participant needs
- plan and prepare activity environments for defined activities in sport or physical activity by:
    - arranging space
    - positioning equipment and resources

  - ensuring clear access and movement routes
  - checking the suitability of surfaces and environmental conditions
  - making adjustments to meet participant needs and support safe, inclusive participation
- identify common hazards associated with activities in sport and physical activity and their environments: damaged or unsuitable equipment, uneven or slippery surfaces, restricted space, obstructions, adverse weather conditions and unsafe participant behaviour
- identify participant factors that may affect safe participation: age, ability, disability, relevant health information, previous experience, fitness level and readiness for physical activity
- select and apply measures to reduce identified risks:
  - removing or reporting hazards
  - adjusting activities, equipment or space
  - providing clear safety instructions
  - ensuring appropriate supervision and seeking assistance or escalating concerns where required
- adapt equipment, resources or environments to support safe and inclusive participation
- communicate relevant safety information to participants, colleagues or the responsible person as appropriate
- follow health and safety procedures and safeguarding requirements within own role and responsibilities, recognising the limits of own responsibility
- report hazards, damaged equipment, incidents or safeguarding concerns to a designated responsible person in accordance with organisational procedures

Transferable skills to be developed and demonstrated through this learning outcome, include:

- planning, when preparing appropriate environments, equipment and resources for defined activities in sport and physical activity
- observing, when identifying hazards, equipment issues, participant factors and other conditions that may affect safe participation
- decision making, when selecting appropriate equipment, resources, adaptations and risk-control measures
- self-managing, when completing preparation and safety responsibilities systematically and within own responsibilities

Work-related behaviours that may be demonstrated through engagement with this learning outcome, but not expected to be assessed, include:

- independence
- professionalism
- respect
- resilience

LO4: Support the delivery and adaptation of safe, inclusive sport and physical activity sessions to meet identified participant needs

Rationale:

This learning outcome applies knowledge of participant needs, communication and safe practice to supporting the delivery and adaptation of defined sport or physical activity sessions.

Students develop the knowledge and skills to select, sequence, adapt and lead defined activities in sport or physical activity under supervision, working within established session aims and the boundaries of their own role and responsibilities.

The level 2 focus is on structured activities, clearly defined participant needs, routine adaptations and appropriate supervision or support, rather than independent coaching competence or specialist instruction. Students are not required to plan or lead a complete session without supervision.

Students develop a foundation for monitoring participant responses, reviewing activity outcomes and progressing to more independent level 3 planning and delivery.

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

- purposes and intended outcomes of sport and physical activity sessions: supporting participation, enjoyment, skill development, physical activity and wellbeing in accordance with defined session aims
- principles of planning defined sessions: intended outcomes, participant needs, sequencing, timing, relevant resources, inclusion and safety considerations
- structure and sequencing of sport and physical activity sessions: preparation, introduction, main activity and conclusion, with warm-up and cool-down where appropriate to the activity
- factors affecting activity choice and adaptation: participant age, ability, disability, relevant health considerations, experience, confidence, preferences and goals
- principles of inclusive activity planning and adaptation: matching activities to identified participant needs and abilities, providing equitable opportunities to participate, and adapting task demands, equipment, communication and levels of support where appropriate
- methods of providing clear information, instructions and demonstrations appropriate to a defined sport or physical activity session
- approaches to observing participation and participant responses
- roles, responsibilities and limitations when supporting or undertaking supervised sport and physical activity delivery: working within agreed instructions and seeking assistance when required
- methods of obtaining and using participant feedback during and following activities:

  - obtaining feedback through verbal feedback, questioning and participant responses
  - using feedback to identify participant enjoyment, understanding, comfort and difficulties
  - using feedback to inform appropriate adaptations to activities, instructions and levels of support

In working to achieve the learning outcome, students must be able to:

- identify participant needs and intended session outcomes to inform appropriate activity selection and planning
- use an established session plan to support the delivery of safe and inclusive sport or physical activity sessions
- contribute to planning sessions that address differing participant needs and intended outcomes, in both individual and group contexts, by:
  - selecting and sequencing activities
  - identifying suitable equipment and resources
  - determining appropriate communication approaches and adaptations to meet participant needs
- select appropriate activities, resources and adaptations to meet differing participant needs, abilities and intended outcomes
- communicate activity information and instructions clearly, adapting communication to meet participant needs
- lead planned sessions for individuals and groups, in sport or physical activity under supervision by:
  - providing clear instructions
  - supporting participation
  - responding to identified participant needs
- monitor participant engagement, responses and changing needs to support safe and inclusive participation
- use observations and participant feedback to make appropriate adjustments to activities, instructions and levels of support during delivery
- respond appropriately to changes in participant needs or circumstances: ability, confidence, engagement and environmental conditions, seeking support or escalating concerns where required

Transferable skills to be developed and demonstrated through this learning outcome, include:

- planning, when selecting activities to meet identified participant needs, intended outcomes, resources and safety requirements
- communicating, when providing clear activity information and instructions and responding appropriately to participants
- observing, when monitoring participation and participant responses during activities

- decision making, when adapting planned activities in response to participant needs, feedback or straightforward changes in circumstances
- leading, when directing and supporting participation during supervised activities

Work-related behaviours that may be demonstrated through engagement with this learning outcome, but not expected to be assessed, include:

- collaboration
- adaptability
- professionalism
- respect

LO5: Collect, monitor, record and interpret participant and activity information to make recommendations

Rationale:

This learning outcome develops students' ability to collect, monitor, record and interpret defined participant and activity information to make appropriate, evidence-informed recommendations.

Students review supplied or collected records and observed participant responses, interpret straightforward information, draw supported conclusions and recognise when concerns require reporting or referral. The emphasis at level 2 is on collecting, recording and interpreting straightforward information using established methods, rather than undertaking specialist testing, independent diagnosis or the more extensive analysis and judgement associated with level 3 study.

Students also develop an understanding of confidentiality, secure record handling and their role and responsibilities. Learning may draw on classroom observation, given case studies and appropriately collected information.

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

- purposes of collecting, monitoring and recording participant and activity information:
    - establishing participant needs and readiness for physical activity
    - understanding levels of participation, attendance and engagement
    - understanding physiological and behavioural responses to physical activity
    - recognising factors that may affect safe participation
    - informing appropriate participation and activity recommendations
- types of participants and activity information: relevant needs, readiness, participation and attendance, session outcomes and feedback
- observable and reported participant responses during activity: changes in breathing rate, reported levels of perceived exertion using a recognised rating scale, movement, communication and behaviour
- methods of monitoring participation before, during and after physical activity:
    - observing movement and behaviour
    - observing engagement and changes in breathing rate during activity and recovery
    - obtaining participant feedback
    - obtaining perceived-exertion ratings
    - using simple measures such as heart rate
- methods of monitoring exercise intensity:
    - measuring heart rate using the manual radial pulse or suitable heart rate monitoring devices
    - estimating maximum heart rate using a supplied formula

  - calculating exercise heart rate as a percentage of estimated maximum heart rate
  - recognising the limitations of estimated heart-rate measures
- principles of accurate and appropriate record keeping: accuracy, completeness, legibility, timely recording, consistent use of agreed formats, correction of errors and secure handling of information
- paper-based and digital methods of recording, organising and storing information
- requirements for confidentiality, privacy, secure storage, appropriate access, sharing and deletion of information
- appropriate formats for recording participant and activity information: observation records and simple tables
- appropriate formats for presenting participant and activity information: simple tables and charts
- how to identify and interpret relevant changes, patterns and issues relating to participant and activity information:
  - participation and attendance
  - heart rate and ratings of perceived exertion responses, and observable changes in breathing rate during activity and recovery
  - participant engagement, confidence and reported wellbeing
  - signs of fatigue, discomfort, physical or emotional distress, and difficulty participating safely
  - circumstances requiring activity to stop, adaptation, reporting or referral within own responsibilities
- circumstances in which participant information or welfare concerns should be reported or referred within safeguarding, health and safety and organisational procedures
- limits of own role and responsibilities when interpreting participant information

In working to achieve the learning outcome, students must be able to:

- select and use appropriate methods for collecting and monitoring participant and activity information relevant to a defined purpose
- recognise and interpret participant responses before, during and after physical activity using appropriate monitoring methods:
  - heart-rate responses and changes in breathing rate
  - reported levels of perceived exertion
  - movement, engagement and behaviour
  - signs of fatigue, discomfort or distress
- record, organise and present participant and activity information accurately and consistently using appropriate formats
- calculate estimated maximum heart rate using a supplied formula, express exercise heart rate as a percentage of that estimate and interpret the result as an approximate indicator of exercise intensity
- apply confidentiality, data protection and secure information handling requirements when accessing, recording, storing and sharing information

- identify and interpret relevant features, changes and patterns in participant and activity information to support safe and appropriate participation
- use relevant participant and activity information to make evidence-informed recommendations about participation and appropriate activity adaptations
- use monitoring information to identify immediate participation needs, responses or safety concerns and recommend straightforward activity adjustments within own role
- communicate findings and recommendations appropriately to participants and other relevant people to support informed decisions within own role and responsibilities
- recognise when participant information, responses or concerns require reporting, referral or further advice:
    - identify the appropriate responsible person or designated reporting route
    - report or escalate concerns in accordance with organisational procedures and own role and responsibilities

Transferable skills to be developed and demonstrated through this learning outcome, include:

- recording, when capturing, organising, storing and presenting participant and activity information accurately and appropriately
- analysing, when identifying relevant features in straightforward participant and activity information
- decision making, when using interpreted information to support appropriate recommendations and safe activity decisions and recognising when and who to report concerns to

Work-related behaviours that may be demonstrated through engagement with this learning outcome, but not expected to be assessed, include:

- independence
- professionalism
- respect

LO6: Review participation and session outcomes in sport and physical activity to identify improvements

Rationale:

This learning outcome develops students' ability to review participation and sport or physical activity session outcomes using relevant evidence, feedback and observations.

Students review practical activities undertaken in both individual and group contexts under supervision, using feedback, observations and relevant participant information to evaluate outcomes, identify strengths and areas for improvement and suggest appropriate adaptations for future activities.

Students compare outcomes with intended aims, identify strengths and areas for improvement, and recommend appropriate changes to future activities. Students also review how their own contribution to planning, preparation, communication or supported delivery influenced session outcomes. Reflection is integrated into the review process rather than forming a separate personal development activity.

At level 2, students are expected to use straightforward information and feedback to make supported judgements and recommendations, providing a foundation for more detailed evaluation and reflective practice at level 3.

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

- purposes of reviewing participation and session outcomes in sport and physical activity:
    - comparing outcomes with intended aims
    - identifying strengths and difficulties
    - informing improvements to future sessions
- sources of review evidence: participant feedback, observer feedback, relevant activity records and own reflection
- differences between qualitative and quantitative information used to review sport and physical activity sessions
- characteristics of valid, relevant and reliable information used in a defined review
- approaches to comparing participation and activity outcomes with intended aims
- approaches to identifying strengths and practical improvements in activity delivery and participant experience
- principles of reflective practice: recognising how own contribution to planning, preparation, communication and supported delivery can influence session outcomes
- approaches to using feedback, observations and reflection to identify improvements to future session delivery and participant support

In working to achieve the learning outcome, students must be able to:

- select and use relevant feedback, observations and activity information to review practical activities undertaken, considering participation and outcomes against intended aims in individual and group contexts
- interpret relevant evidence to identify strengths and areas for improvement in session delivery and participant experiences
- reflect on the effectiveness of own contribution to planning, preparation, communication and supported delivery of activities undertaken in individual and group contexts, identifying personal strengths and areas for improvement
- use evidence and feedback to recommend appropriate improvements to future session planning, delivery and participant support
- communicate review findings and recommendations clearly to appropriate audiences

Transferable skills to be developed and demonstrated through this learning outcome, include:

- self-managing, when reflecting on own performance and identifying realistic development priorities and actions
- evaluating, when reviewing straightforward information, feedback and outcomes to identify strengths and areas for improvement
- critical thinking, when considering relevant information and feedback to reach supported conclusions about improvement
- communicating, when presenting review findings, development priorities or proposed improvements appropriately

Work-related behaviours that may be demonstrated through engagement with this learning outcome, but not expected to be assessed, include:

- independence
- adaptability
- professionalism
- resilience

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.

Activity environment – An indoor, outdoor or community setting in which sport or physical activity takes place. Realistic learning environments and simulated scenarios may be used to support learning, provided the practical activities involve direct interaction with real participants, who may be peers.

Activity readiness – The extent to which an individual is appropriately prepared to participate in physical activity, taking account of relevant wellbeing information and factors that may affect safe participation.

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

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

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

Exercise – Planned, structured and repetitive physical activity undertaken to develop or maintain physical fitness, health, wellbeing or physical performance.

Fitness – The capacity to undertake physical activity, reflected in health-related and skill-related components of fitness.

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

Inclusive participation – Enabling individuals with differing needs, abilities and circumstances to participate through appropriate approaches, adaptations and support.

Monitoring – The ongoing observation or checking of participants, activities or information to identify relevant changes, responses or concerns.

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.

Participant needs – The identified needs, abilities, circumstances, preferences or goals of an individual that may influence participation, communication, planning or support.

Participant wellbeing – The physical, mental and social aspects of a participant's health and wellbeing that may influence or be influenced by participation in sport and physical activity.

Physical activity – Any bodily movement produced by skeletal muscles that requires energy expenditure, encompassing exercise, sport, active recreation, active travel and everyday activities.

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

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.

Risk assessment – A structured process of identifying hazards, considering associated risks and determining appropriate measures to reduce or control those risks.

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.

Sport – Structured physical activity involving established rules, skills or agreed objectives, undertaken individually or in teams for participation, enjoyment, recreation or competition.

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.

Note: This glossary is intended to ensure consistent interpretation of key terms across awarding organisations. Definitions are aligned to the scope of the Foundation Certificate subject content and do not prescribe delivery or assessment methods.

Annex B: Content Mapping

Co-teaching opportunities in Level 2 Foundation Certificate and Occupational Certificate subject content

This mapping identifies areas where this Foundation Certificate content aligns with content in related subjects and sector content. It is intended to highlight areas of content alignment that may support genuine, meaningful opportunities for shared delivery and co-teaching, whilst maintaining the distinct purpose and progression pathways of each qualification.

It can be used by awarding organisations when designing qualifications, and by education providers when considering where co-teaching opportunities could be built into the delivery of their learning programmes.

Content alignment across qualifications in the same subject area

The following Foundation Certificate learning outcomes have related content in the Occupational Certificate:

- LO2: Communicate effectively and inclusively to support participant needs and engagement in sport and physical activity
- LO3: Plan and prepare safe sport and physical activity environments, equipment and resources to support participation
- LO4: Support the delivery and adaptation of safe, inclusive sport or physical activity sessions to meet identified participant needs

Related content is present in the Occupational Certificate in Community Sport and Exercise, particularly within these learning outcomes (partial alignment rather than identical coverage):

- LO2: Communicate effectively and inclusively to engage and support participants in sport and exercise
- LO3: Plan and prepare safe and inclusive sport and exercise activities
- LO4: Deliver, adapt and review sport and exercise activities

The following shared content areas may support meaningful co-teaching even when the learning outcome titles and qualification purposes differ. Any shared teaching must retain the Foundation Certificate's further-study purpose and the Occupational Certificate's occupational focus. Additional areas of related content across LO1, LO5 and LO6 are identified in the mapping below.

PROPOSED SUBJECT CONTENT FOR CONSULTATION

Foundation Certificate content reference	Occupational Certificate content reference	Potential co-teaching focus	Knowledge and understanding	Skills	Qualification-specific application differences
LO1 – Health, fitness, wellbeing and participation	LO1 – Promote and support inclusive participation in sport and exercise	Healthy lifestyles and inclusive participation	Physical, mental and social wellbeing, health- and skill-related fitness, participation factors, motivations and barriers, inclusive approaches	Identify needs and barriers, use reliable information to support appropriate participation choices	Foundation: knowledge-based, study-focused choices. Occupational: promoting participation in community sport and exercise.
LO2 – Inclusive communication and engagement	LO2 – Communicate effectively and inclusively to engage and support participants in sport and exercise	Communication and engagement	Verbal, non-verbal, written and digital methods, adaptations, barriers, rapport, confidentiality	Communicate clearly, adapt to participant needs, listen, question and respond appropriately	Foundation: transferable communication across contexts. Occupational: participant engagement, positive relationships and supporting involvement in activities

Foundation Certificate content reference	Occupational Certificate content reference	Potential co-teaching focus	Knowledge and understanding	Skills	Qualification-specific application differences
LO3 – Plan and prepare safe environments, equipment and resources	LO3 – Plan and prepare safe and inclusive sport and exercise activities LO4 – Deliver, adapt and review sport and exercise activities	Safe preparation and resources	Session aims, sequencing, inclusion, participant needs, safe practice, communication and adaptations	Use an established session plan, contribute to planning and lead defined activities under supervision, monitor responses and adapt as appropriate Planning and supervised delivery relate to sessions for individuals and groups that address differing participant needs and intended outcomes	Foundation: supported planning and delivery of defined activities under supervision Occupational: planning, delivering and reviewing activities within an occupational context. Foundation: contributes to planning and leads sessions for individuals and groups under supervision Occupational: plans, delivers, adapts and reviews sessions for individuals and groups within occupational authority

Foundation Certificate content reference	Occupational Certificate content reference	Potential co-teaching focus	Knowledge and understanding	Skills	Qualification-specific application differences
LO4 – Support delivery and adaptation of sessions	LO4 – Deliver, adapt and review sport and exercise activities LO5 – Apply professional working practices in sport and exercise settings	Planning and supported delivery	Participant responses, heart/breathing measures, attendance, recording, secure handling, reporting and referral	Monitor and interpret information, record securely, communicate evidence-informed recommendations	Foundation: introductory interpretation and recommendations. Occupational: monitoring participant responses, maintaining records and applying information to activity delivery and review
LO5 – Collect, monitor, record and interpret information	LO4 – Deliver, adapt and review sport and exercise activities LO5 – Apply professional working practices in sport and exercise settings	Monitoring and information	Review against aims, feedback and observations, strengths, improvements, own contribution and reflection	Review outcomes, propose improvements, reflect on own contribution	Foundation: session review with embedded reflection. Occupational: reviewing activity delivery, identifying improvements and applying professional working practices

Foundation Certificate content reference	Occupational Certificate content reference	Potential co-teaching focus	Knowledge and understanding	Skills	Qualification-specific application differences
LO6 – Review outcomes and own performance	LO4 – Deliver, adapt and review sport and exercise activities LO5 – Apply professional working practices in sport and exercise settings	Review and improvement	Review against aims, feedback and observations, strengths, improvements, own contribution and reflection	Review outcomes, propose improvements, reflect on own contribution	Foundation: session review with embedded reflection. Occupational: reviewing activity delivery, identifying improvements and applying professional working practices

Mapping to level 3 qualifications

The level 2 Foundation Certificate content introduces foundational concepts and practices. Progression is characterised by increased complexity, independence and specialisation, moving from routine applications at level 2 to occupationally relevant technical practice at level 3.

Students progress from structured, clearly defined tasks at level 2, to more independent work at level 3, typically requiring students to interpret requirements, use judgement for informed decision-making and respond to a broader range of defined work-related contexts.

Alignment to V Level

The following aspects of this Foundation Certificate content directly relate to content specified in the V Level Sport and Physical Activity to provide a stepping-stone and clear line of sight from level 2 to level 3 study:

Foundation Certificate reference	**V Level reference**	**Knowledge and understanding**	**Skills**
LO1 – Health, fitness, wellbeing and participation	WRP1 – Plan sessions to meet needs and outcomes WRP4 – Monitor, analyse and evaluate information Core – Human performance and participant development	Participation and wellbeing, basic body systems, fitness components, participant needs, barriers and inclusive choice	Interpret identified needs and health/participation information, support choices, progress to science-informed level 3 planning and evaluation
LO2 – Inclusive communication and engagement	WRP1 – Plan sessions to meet needs and outcomes WRP4 – Monitor, analyse and evaluate information WRP3 – Deliver and adapt safe and inclusive sessions (communication applied across WRPs)	Inclusive communication, rapport, differing participant needs, appropriate information sharing	Select/adapt communication methods, explain information, progress to more complex participant communication, adaptation and justification

PROPOSED SUBJECT CONTENT FOR CONSULTATION

Foundation Certificate reference	V Level reference	Knowledge and understanding	Skills
LO3 – Plan and prepare safe environments, equipment and resources	WRP2 – Analyse operational requirements and determine arrangements WRP1 – Plan sessions to meet needs and outcomes WRP3 – Deliver and adapt safe and inclusive sessions	Safety and inclusion, hazards and controls, equipment, accessibility, environment readiness	Prepare and check resources within defined circumstances, progress to analysing, determining, implementing and justifying operational arrangements
LO4 – Support delivery and adaptation of sessions	WRP1 – Plan sessions to meet needs and outcomes WRP3 – Deliver and adapt safe and inclusive sessions	Session aims, sequencing, participant needs, safe delivery, adaptations and observation	Support supervised delivery and adaptation of defined activities, progress to personally planning and delivering complete sessions, making and justifying adaptations at level 3 Progression from contributing to planning and supervised delivery of sessions for individuals and groups to independently planning, delivering and justifying decisions for these sessions at level 3.

PROPOSED SUBJECT CONTENT FOR CONSULTATION

Foundation Certificate reference	V Level reference	Knowledge and understanding	Skills
LO5 – Collect, monitor, record and interpret information	WRP4 – Monitor, analyse and evaluate information Core – Planning, delivery, monitoring and improvement	Observation, participation data, physiological responses, secure records and basic interpretation	Collect and interpret defined information; make recommendations; progress to level 3 quantitative and qualitative analysis, and evaluation
LO6 – Review outcomes and own performance	WRP4 – Monitor, analyse and evaluate information WRP3 – Deliver and adapt safe and inclusive sessions (reflective practice)	Review against outcomes, relevant evidence and feedback, strengths and improvements, reflection on own contribution	Identify supported improvements to sessions and own contribution, progress to deeper evaluative judgement and professional development at level 3

Alignment to T Level

The Foundation Certificate prepares students for progression to the planned T Level in Sport, Physical Activity and Health, which will extend their underpinning knowledge and practical skills into more specialised technical and occupational applications.

The Foundation Certificate provides an introductory basis in health, fitness, participation, communication, safe activity preparation, supported delivery, monitoring and review.

The following mapping identifies potential thematic progression relationships with the planned T Level in Sport, Physical Activity and Health. Specific Core content references will need to be confirmed against the final published T Level subject content.

Foundation Certificate reference	Potential T Level content alignment	Knowledge and understanding	Skills
LO1 – Health, fitness, wellbeing and participation	Potential thematic alignment – final Core reference to be confirmed	Healthy lifestyles, participation, wellbeing, introductory anatomy and exercise response	Apply basic knowledge to defined participant needs and participation choices
LO2 – Inclusive communication and engagement	Potential thematic alignment – final Core reference to be confirmed	Communication, inclusion, needs, motivation and collaboration	Communicate and adapt approaches to clearly identified needs
LO3 – Plan and prepare safe environments, equipment and resources	Potential thematic alignment – final Core reference to be confirmed	Safety, equipment and resources, hazards, accessibility, participant factors	Prepare suitable resources, identify common hazards and controls
LO4 – Support delivery and adaptation of sessions	Potential thematic alignment – final Core reference to be confirmed	Session planning, participant needs, safe/inclusive support and monitoring	Support supervised delivery of defined activities within appropriate supervision
LO5 – Collect, monitor, record and interpret information	Potential thematic alignment – final Core reference to be confirmed	Participant and activity records; physiological responses; secure handling	Observe, monitor and interpret simple information, recommend appropriate actions

Foundation Certificate reference	Potential T Level content alignment	Knowledge and understanding	Skills
LO6 – Review outcomes and own performance	Potential thematic alignment – final Core reference to be confirmed	Feedback, activity outcomes and reflection on own contribution	Review outcomes, suggest improvements and reflect on own contribution to session-related tasks

Alignment to A Levels

The Foundation Certificate prepares students for progression to A Level Physical Education by developing introductory knowledge of health, fitness, human body systems, physical activity, participation and performance related factors. A Level Physical Education extends this foundation through more detailed anatomy and physiology, exercise physiology, biomechanics, skill acquisition, sport psychology and sociocultural aspects of sport.

Foundation Certificate reference	A Level reference	Knowledge and understanding	Skills
LO1 – Health, fitness, wellbeing and participation	A Level Physical Education – applied anatomy/physiology; sport and society	Health/fitness, immediate exercise responses, participation and social factors	Apply underpinning concepts to defined participation situations, progression to deeper scientific explanation

Foundation Certificate reference	A Level reference	Knowledge and understanding	Skills
LO2 – Inclusive communication and engagement	A Level Physical Education – sport psychology; sport and society	Communication, motivation, confidence and sociocultural participation influences	Communicate and adapt to needs, develop an introductory understanding of how motivation, confidence and social influences affect participation, providing a foundation for further study of sport psychology and sociocultural influences at A Level
LO3 – Plan and prepare safe environments, equipment and resources	A Level Physical Education – practical activity and applied understanding of physical activity	Participant readiness, safe practical activity, equipment and environmental factors	Select resources and controls, recognise safety considerations in defined physical activity, develop practical understanding of safe activity preparation and participation as a foundation for further study
LO4 – Support delivery and adaptation of sessions	A Level Physical Education – skill acquisition; applied anatomy/physiology	Activity structure, adaptations, participant needs and exercise response	Support safe, inclusive activities, providing a practical foundation for deeper level 3 study

Foundation Certificate reference	A Level reference	Knowledge and understanding	Skills
LO5 – Collect, monitor, record and interpret information	A Level Physical Education – exercise physiology; analysis of performance-related information	Heart rate, breathing, effort, observation, simple information interpretation	Monitor and interpret defined measures, progress to more detailed analysis of performance and exercise
LO6 – Review outcomes and own performance	A Level Physical Education – sport psychology; analysis and evaluation of performance	Feedback, participation and session outcomes, reflection on own contribution	Review evidence, identify improvements to session outcomes and reflect on own contribution, develop introductory evidence-based review and reflection skills as a foundation for more advanced analysis and evaluation at level 3

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