

# 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport

Qualification Specification



## About Us

Welcome to 1st4sport, established in 2000, 1st4sport Qualifications are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

**Our Mission:** To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

**Our Direction:** We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

## Qualification Specification

Title:	1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport
Qualification Overview:	Prepares learners with the knowledge and skills to deliver PE and sport programmes in a school sport environment.
Qualification Code:	L3NVQPES
Qualification Regulation Number:	600/9577/5
Guided Learning Hours (GLH):	283
Total Qualification Time (TQT):	540
Credit Value (if applicable):	54
Operational Start Date:	01/06/2013
Qualification Review Date:	30/04/2024
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to deliver PE and sport programmes in a school sport environment.
Qualification Purpose:	Confirm competence in an occupational role to the standards required.

### Who is this qualification for?

This qualification will develop the learner's knowledge and skills in order to be able to independently lead the delivery of PE and sport programmes in a school sport environment.

## Qualification Progression

Learners may wish to undertake the following qualifications to further develop their understanding in this area:

- 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport
- 1st4sport Level 3 Certificate in Supporting Physical Development and Physical Activity in the Early Years
- 1st4sport Level 3 Award in Supporting the Delivery of Dance in Physical Education and School Sport

Learners may also wish to undertake other relevant qualifications, such as:

- a recognised Level 2 or Level 3 coaching qualification, where applicable
- 1st4sport Level 2 Award in Multi-Skill Development in Sport

This qualification prepares learners for employment in a school sport setting through providing an introduction to opportunities to work as a physical education and school sport professional, such as a children's activity professional; sports development officer; sports coach; sports volunteer or leader.

The qualification can help you become a qualified Teaching Assistant (TA) or Higher Level Teaching Assistant (HLTA). This is because four of the components within this qualification are available within the complete Level 3 Award in Supporting Teaching and Learning in Schools. The qualification assessment has also been mapped against professional standards for teaching assistants developed in June 2016.

## Entry Requirements

Learners must be a minimum of 16 years old at registration and 16 years old at certification.

## Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 16 years of age
- be able to undertake this assessment in English or Welsh (if available)

## Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 12 of 12 mandatory units),
- Practical Demonstration/Assignment (in 12 of 12 mandatory units)

## Grading Methods

This qualification will be graded Pass / Fail.

## Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

### Mandatory Units

Unit ID	Unit Title	GLH
F/601/3327	Communication and professional relationships with children, young people and adults	10
R/601/7723	Support gifted and talented learners	21
Y/601/1695	Understand How to Safeguard the Wellbeing of Children and Young People	25
A/601/3326	Schools as organisations	15
L/601/1693	Understand Child and Young Person Development.	30
A/601/4072	Support assessment for learning	20
F/503/0652	Facilitate community-based sport and physical activity	73
J/505/1759	Plan a Physical Education and School Sport Programme	29
F/505/1761	Deliver a Physical Education and School Sport Programme	22
J/505/1762	Review the Delivery of a Physical Education and School Sport Programme	13
H/601/8410	Organise and lead a sports event or competition	10
T/503/5511	Preparing for the mentoring role	15

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification

<b>Unit Title</b>	<b>Communication and professional relationships with children, young people and adults</b>
<b>Unit Aim</b>	This unit assesses the learner's understanding of how building trusting and effective relationships with children, young people and adults is an essential part of a support teacher's role. This unit explores ways to communicate in different situations and contexts and the importance of following procedures for confidentiality and information sharing.
<b>Unique Unit Number</b>	F/601/3327
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Knowledge and understanding assessment involving one or a mixture of: (i) Written questions and answers (ii) Projects (iii) Assignments.

**Learning Outcome: 1. understand the principles of developing positive relationships with children, young people and adults**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 explain why effective communication is important when developing positive relationships with children, young people and adults		
1.2 explain the principles of relationship building with children, young people and adults		
1.3 explain how different social, professional and cultural contexts may affect relationships and the way people communicate		

### Learning Outcome: 2. understand how to communicate with children, young people and adults

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
2.1 explain the skills needed to communicate with children and young people		
2.2 explain how to adapt communication with children and young people for: a the age of the child or young person b the context of the communication c communication differences		
2.3 explain the main differences between communicating with adults and communicating with children and young people		
2.4 explain how to adapt communication to meet different communication needs of adults		
2.5 explain how to manage disagreements with children, young people and adults		

### Learning Outcome: 3. understand legislation, policies and procedures for confidentiality and sharing information, including data protection

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information		
3.2 explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this		
3.3 justify the kinds of situation when confidentiality protocols must be breached		

<b>Unit Title</b>	<b>Support gifted and talented learners</b>
<b>Unit Aim</b>	This unit assesses the learner's knowledge, understanding and skills to support gifted and talented learners. Learners will be expected to plan and deliver learning programmes and activities to meet the personalised learning needs of learners. It also involves supporting learners to evaluate their learning strategies and achievements and plan future learning, and signposting learners to other opportunities for developing their particular gifts or talents.
<b>Unique Unit Number</b>	R/601/7723
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	See assessment guidance.

### Learning Outcome: 1. understand the needs of gifted and talented learners

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 explain the particular gifts or talents of learners in the setting		
1.2 analyse the additional learning needs of gifted and talented learners in the setting		
1.3 identify sources of support for gifted and talented pupils: a within the setting b outside of the setting		

**Learning Outcome: 2. be able to contribute to planning learning programmes for gifted and talented learners**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
2.1 use knowledge of the learners and curriculum to contribute to planning learning programmes to meet the personalised learning needs of gifted and talented learners		
2.2 work with others to identify acceleration, extension and enrichment activities to meet the needs of gifted and talented learners in the setting		
2.3 develop learning activities based on the planned learning objectives to: a add breadth and depth b accelerate the pace of learning c develop higher order learning skills d promote independent learning e support reflection and self-evaluation f maintain learners' motivation and interest		
2.4 select and prepare learning resources relevant to: a the learners' needs, interests and abilities b the enriched teaching and learning objectives		

**Learning Outcome: 3. be able to support learning activities for gifted and talented learners**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 demonstrate a range of strategies for ensuring the active participation of gifted and talented learners in learning activities		
3.2 work in partnership with learners to support the learning process		
3.3 support learners in evaluating the extent to which the learning activities enabled them to meet their learning objectives		
3.4 support learners to evaluate their learning strategies and achievements and plan future learning		
3.5 provide information to learners about other opportunities for developing their particular gifts or talents		

<b>Unit Title</b>	<b>Understand How to Safeguard the Wellbeing of Children and Young People</b>
<b>Unit Aim</b>	<p>This unit assesses the learner’s ability to know and understand why all settings working with children and young people should establish and maintain a safe environment and deal with circumstances where there are welfare concerns. Through policies and procedures for safeguarding and protecting children and young people, all settings which work with children and/or young people have an important role in the detection and prevention of abuse and neglect. This includes helping children and young people to protect themselves from abuse, as well as dealing with bullying (both physical and through communication technology) and understanding e-safety.</p>
<b>Unique Unit Number</b>	Y/601/1695
<b>Unit Assessment Method(s)</b>	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
<b>Assessment Specification</b>	<p>This unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles. Knowledge and understanding assessment involving one or a mixture of: (i) Written questions and answers (ii) Projects (iii) Assignments. Assessment of knowledge based Learning Outcomes (e.g. those beginning with ‘know’ or ‘understand’) may take place in or outside of a real work environment.</p>

**Learning Outcome: 1. understand the main legislation, guidelines, policies and procedures for safeguarding children and young people**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people		
1.2 explain child protection within the wider concept of safeguarding children and young people		
1.3 analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people		
1.4 explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice		
1.5 explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing		

**Learning Outcome: 2. understand the importance of working in partnership with other organisations to safeguard children and young people**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
2.1 explain the importance of safeguarding children and young people		
2.2 explain the importance of a child or young person centred approach		
2.3 explain what is meant by partnership working in the context of safeguarding		
2.4 describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed		

**Learning Outcome: 3. understand the importance of ensuring children and young people’s safety and protection in the work setting**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 explain why it is important to ensure children and young people are protected from harm within the work setting		
3.2 explain policies and procedures that are in place to protect children and young people and adults who work with them		
3.3 evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistle-blowers’ and those whose practice or behaviour is being questioned are protected		
3.4 explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits		

**Learning Outcome: 4. understand how to respond to evidence or concerns that a child or young person has been abused or harmed**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
4.1 describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding		
4.2 describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting		
4.3 explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged		

**Learning Outcome: 5. understand how to respond to evidence or concerns that a child or young person has been bullied**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
5.1 explain different types of bullying and the potential effects on children and young people		
5.2 outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place		
5.3 explain how to support a child or young person and/or their family when bullying is suspected or alleged		

**Learning Outcome: 6. understand how to work with children and young people to support their safety and wellbeing**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
6.1 explain how to support children and young people's self-confidence and self-esteem		
6.2 analyse the importance of supporting resilience in children and young people		
6.3 explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety		
6.4 explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety		

**Learning Outcome: 7. understand the importance of e-safety for children and young people**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
7.1 explain the risks and possible consequences for children and young people of being online and of using a mobile phone		
7.2 describe ways of reducing risk to children and young people from: a social networking b internet use c buying online d using a mobile phone		

<b>Unit Title</b>	<b>Schools as organisations</b>
<b>Unit Aim</b>	This unit prepares the learner for working in a school. It covers key aspects of schools as organisations. This includes the structure of the education system, the roles and responsibilities of key members of the school team and the purpose of school ethos, mission statement and aims and values. The learner will also understand the reasons for key legislation, policies and procedures which are followed in schools and how schools operate within a wider context.
<b>Unique Unit Number</b>	A/601/3326
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Knowledge and understanding assessment involving one or a mixture of: (i) Written questions and answers (ii) Projects (iii) Assignments.

**Learning Outcome: 1. know the structure of education from early years to post- compulsory education**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 summarise entitlement and provision for early years education		
1.2 explain the characteristics of the different types of schools in relation to educational stage (s) and school governance		
1.3 explain the post 16 options for young people and adults		

### Learning Outcome: 2. understand how schools are organised in terms of roles and responsibilities

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
2.1 explain the strategic purpose of: a school governors b senior management team c other statutory roles eg. SENCO d teachers e support staff roles		
2.2 explain the roles of external professionals who may work with a school (eg educational psychologist)		

### Learning Outcome: 3. understand school ethos, mission, aims and values

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 explain how the ethos, mission, aims and values of a school may be reflected in working practices		
3.2 evaluate methods of communicating a school's ethos, mission, aims and values		

### Learning Outcome: 4. know about the legislation affecting schools

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
4.1 summarise the laws and codes of practice affecting work in schools		
4.2 explain how legislation affects how schools work		
4.3 explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including: a general bodies such as the health and safety executive b school specific regulatory bodies		

### Learning Outcome: 5. understand the purpose of school policies and procedures

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
5.1 summarise the roles and responsibilities of national and local government for education policy and practice		
5.2 summarise the policies and procedures schools may have relating to: a staff b pupil welfare c teaching and learning d equality, diversity and inclusion e parental engagement		
5.3 evaluate how school policies and procedures may be developed and communicated		

**Learning Outcome: 6. understand the wider context in which schools operate**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
6.1 summarise the roles and responsibilities of national and local government for education policy and practice		
6.2 explain the role of schools in national policies relating to children, young people and families		
6.3 explain the roles of other organisations working with children and young people and how these may impact on the work of schools		

<b>Unit Title</b>	<b>Understand Child and Young Person Development.</b>
<b>Unit Aim</b>	The aim of this component is for learners to know and understand how children and young people develop from birth to 19 years, including applying underpinning theoretical learning perspectives to appropriate interventions when differences in development are identified, and the potential effects of transitions on development.
<b>Unique Unit Number</b>	L/601/1693
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	This unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles as found <a href="http://www.skillsforcare.org.uk/qcf/">http://www.skillsforcare.org.uk/qcf/</a> . Knowledge and understanding assessment involving one or a mixture of: (i) Written questions and answers (ii) Projects (iii) Assignments.

**Learning Outcome: 1. understand the expected pattern of development for children and young people from birth - 19 years**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 explain the sequence and rate of each aspect of development from birth - 19 years		
1.2 explain the difference between sequence of development and rate of development and why the difference is important		

**Learning Outcome: 2. understand the factors that influence children and young people's development and how these affect practice**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
2.1 explain how children and young people's development is influenced by a range of personal factors		
2.2 explain how children and young people's development is influenced by a range of external factors		
2.3 explain how theories of development and frameworks to support development influence current practice		

**Learning Outcome: 3. understand how to monitor children and young people’s development and interventions that should take place if this is not following the expected pattern**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 explain how to monitor children and young people’s development using different methods		
3.2 explain the reasons why children and young people’s development may not follow the expected pattern		
3.3 explain how disability may affect development		
3.4 explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern		

**Learning Outcome: 4. understand the importance of early intervention to support the speech, language and communication needs of children and young people**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
4.1 analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition		
4.2 explain how multi agency teams work together to support speech, language and communication		
4.3 explain how play and activities are used to support the development of speech, language and communication		

**Learning Outcome: 5. understand the potential effects of transitions on children and young people’s development**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
5.1 explain how different types of transitions can affect children and young people’s development		
5.2 evaluate the effect on children and young people of having positive relationships during periods of transition		

<b>Unit Title</b>	Support assessment for learning
<b>Unit Aim</b>	This unit assesses the learner’s knowledge, understanding and skills to support assessment for learning. It requires demonstration of competence in using assessment strategies to promote learning, supporting learners to review their learning strategies and achievements, and working with the teacher to review assessment for learning processes and outcomes.
<b>Unique Unit Number</b>	A/601/4072
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	See assessment guidance.

**Learning Outcome: 1. understand the purpose and characteristics of assessment for learning**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements		
1.2 summarise the difference between formative and summative assessment		
1.3 explain the characteristics of assessment for learning		
1.4 explain the importance and benefits of assessment for learning		
1.5 explain how assessment for learning can contribute to planning for future learning carried out by: a the teacher b the learners c the learning support practitioner		

**Learning Outcome: 2. be able to use assessment strategies to promote learning**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
2.1 obtain the information required to support assessment for learning		
2.2 use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners		
2.3 use assessment opportunities and strategies to gain information and make judgements about how well learners are participating in activities and the progress they are making		
2.4 provide constructive feedback to learners to help them understand what they have done well and what they need to develop		
2.5 provide opportunities and encouragement for learners to improve upon their work		

**Learning Outcome: 3. be able to support learners in reviewing their learning strategies and achievements**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs		
3.2 listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning		
3.3 support learners in using peer assessment and self-assessment to evaluate their learning achievements		
3.4 support learners to: a reflect on their learning b identify the progress they have made c identify their emerging learning needs d identify the strengths and weaknesses of their learning strategies and plan how to improve them		

**Learning Outcome: 4. be able to contribute to reviewing assessment for learning**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
4.1 provide feedback to the teacher on: a learner participation and progress in the learning activities b learners' engagement in and response to assessment for learning c learners' progress in taking responsibility for their own learning		
4.2 use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning		

<b>Unit Title</b>	<b>Facilitate community-based sport and physical activity</b>
<b>Unit Aim</b>	This unit assesses the learner's knowledge and competence in the facilitation of a community-based sport and physical activity.
<b>Unique Unit Number</b>	F/503/0652
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	This unit must be assessed in accordance with the following documents, which can be downloaded from SkillsActive's website: (i) Additional Requirements for Qualifications that use the title NVQ within the QCF (ii) Assessment Strategy for NVQs & SVQs. Learning Outcomes 1, 2, 4 and 6 can be assessed by: (i) professional discussion (ii) oral questions and answers (iii) questions requiring written answers. Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is facilitating community-based sport and physical activity.

### Learning Outcome: 1. know how to facilitate community-based sport and physical activity

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 explain the potential which sport and physical activity have for community development		
1.2 explain government policies in relation to sport and physical activity in the community		
1.3 explain the potential which widening community participation has for the development of sport and physical activity		
1.4 explain the relationship between levels of physical activity and health in the community		
1.5 compare and contrast community sports approaches with conventional sports approaches		
1.6 identify and explain key concepts and principles of a community empowerment approach		
1.7 identify own organisation's strategies and policies for community-based sport and physical activity		
1.8 interpret the policies and practices of other organisations which are relevant to own work in community-based sport and physical activity		

### Learning Outcome: 2. know how to research the community and establish working relationships

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:

<p>2.1 identify models and case studies of effective practice in community-based sport and physical activity</p>		
<p>2.2 compare and contrast different types of communities - for example, urban and rural - and how their different features and needs will influence working practices</p>		
<p>2.3 explain why it is important to develop an accurate understanding of the community in which work is carried out</p>		
<p>2.4 evaluate the advantages and disadvantages of different sources of information and research methods which should be used to develop an understanding of the community</p>		
<p>2.5 identify the broad types of community issues that may impact on new programmes of activity</p>		
<p>2.6 explain how to analyse the information collected and how to draw conclusions based on this analysis</p>		
<p>2.7 explain the importance of exploring and challenging assumptions of self or others about the community</p>		
<p>2.8 identify partnerships which may already exist in or with the community</p>		
<p>2.9 explain why it is important to understand relationships and hierarchies in communities and partnerships</p>		
<p>2.10 explain how to identify, establish contact and network with the people most relevant to own work in the community</p>		

<p>2.11 explain why it is important to approach people and establish a relationship with them in a way that is appropriate to them and their expectations</p>		
<p>2.12 explain how to approach people and establish a relationship with them in a way that is appropriate to them and their expectations</p>		
<p>2.13 explain how to build lasting and respectful relationships with people in the community</p>		
<p>2.14 explain why it is important to explain own role, aims and objectives and clarify any information about responsibilities</p>		
<p>2.15 explain the importance of collaborative working and trying, wherever possible, to align agendas</p>		
<p>2.16 explain how to identify and bring together people in the community who could contribute to and benefit from possible sport and physical activity programmes</p>		
<p>2.17 explain how to identify community needs and ways in which sport and active recreation might address these needs whilst working closely with target communities</p>		
<p>2.18 describe the typical target groups in the community</p>		
<p>2.19 explain the likely 'hooks' that will involve target groups in sport and active recreation</p>		
<p>2.20 explain how to make programmes accessible to target groups</p>		

2.21 explain how to promote programmes to target groups		
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**Learning Outcome: 3. be able to research the community and establish working relationships**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 collect, organise and analyse as much relevant information about the community as possible		
3.2 explore and challenge assumptions where necessary		
3.3 develop an evidence-based community profile and consult to ensure conclusions are valid		
3.4 make contact with the people most relevant to own work in a way that is appropriate to them		
3.5 explain own role, aims and objectives in a way that is consistent with own organisation's strategy		
3.6 where possible, negotiate how to bring own objectives and those of others into alignment		
3.7 identify and agree ways of working collaboratively and building own relationship		
3.8 record what has been learned, for future reference		

**Learning Outcome: 4. know how to plan and deliver sport and physical activity programmes in the community**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:

<p>4.1 explain how to develop programmes that address issues such as inclusion, personal development, social development, as well as physical and skills-based development</p>		
<p>4.2 explain how to consult effectively in a community and why it is important to make use of community feedback</p>		
<p>4.3 describe why it may be necessary to make use of unconventional facilities for programmes, what types of facilities could be used, and how to adapt them</p>		
<p>4.4 explain how to select staff for community based programmes and the types of skills, qualities and experience to be looked for</p>		
<p>4.5 describe why it is important that staff understand the specific aims and objectives of programme, projects and the organisation as a whole</p>		
<p>4.6 describe why it is important to monitor programmes and respond to new opportunities, interests and needs</p>		
<p>4.7 explain how to encourage and empower people to express community needs</p>		
<p>4.8 explain how to influence people and use evidence-based research to demonstrate how sport and physical activity can benefit communities and stimulate their development</p>		
<p>4.9 explain how to enable people to identify opportunities for participation in sport and physical activity that could address community needs</p>		

4.10 evaluate the advantages and disadvantages of different types of opportunities for participation in sport and physical activity that could address community needs		
4.11 explain why people in the community need to understand their own strengths and weaknesses in relation to planning and providing opportunities		
4.12 explain how to support people in the community to understand their own strengths and weaknesses in relation to planning and providing opportunities		

### Learning Outcome: 5. be able to plan and deliver sport and physical activity programmes in the community

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
5.1 bring together people in the community who could contribute to and benefit from possible programmes		
5.2 enable people to identify community needs and possible target groups		
5.3 enable people to see how sport and physical activity programmes could help to meet these needs		
5.4 develop aims, objectives and plans for programmes which will meet community needs and be attractive and accessible to the target groups		
5.5 carry out effective community consultation on plans with relevant people, using feedback to improve plans		

<p>5.6 organise the programmes, using resources most appropriate to the aims and objectives and ensuring inclusivity for the target group</p>		
<p>5.7 promote the programmes in a way that will be attractive to the target groups, and deal with referrals from other agencies when they occur</p>		
<p>5.8 make sure all staff understand the aims and objectives of the programmes and work in a way which will achieve these</p>		
<p>5.9 monitor the programmes and make adjustments taking account of new and emerging interests, needs and opportunities</p>		
<p>5.10 work with people in the community to evaluate the programmes and identify potential improvements and further developments</p>		

**Learning Outcome: 6. know how to enable communities to organise and sustain opportunities for participation and progression**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
6.1 explain why it is important to encourage people to use their own community resources, for example volunteers, facilities, etc, rather than relying completely on support from other people		
6.2 explain how to identify and address weaknesses in the target community in relation to planning and organising opportunities		
6.3 identify types of conflict that may occur between different sections of the community and how to negotiate conflict resolution		
6.4 explain how to empower people to evaluate and promote the benefits that arise from opportunities for sport and physical activity		
6.5 explain why sustainable development and capacity building are important when developing sport and physical activity within communities		
6.6 explain how to promote the longer term benefits that can arise from target groups having the opportunity to participate in and develop within sport and physical activity		
6.7 explain how to empower people to establish more permanent legacy strategies and structures for sport and physical activity in their community		

**Learning Outcome: 7. be able to enable communities to organise and sustain opportunities for participation and progression**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
7.1 empower people to identify longer term community needs and explore possible opportunities for participation and progression		
7.2 empower people to identify how they can integrate possible opportunities with existing projects and initiatives		
7.3 empower people to identify and assess their own strengths and weaknesses in relation to these possible opportunities		
7.4 encourage people to make best use of community strengths and resources whilst providing them with the professional support they need to address weaknesses		
7.5 empower people to deal with conflict and negotiate effective ways of working together		
7.6 empower people to evaluate opportunities when they have occurred and to identify the benefits		
7.7 support people to plan and develop a legacy of more permanent structures, skills and resources for participation and progression		
7.8 plan, agree and follow through a strategy for the community to sustain participation and progression without own personal involvement		

7.9 maintain contact with people to evaluate progress and identify any other types of support they may need		
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<b>Unit Title</b>	Plan a Physical Education and School Sport Programme
<b>Unit Aim</b>	This unit assesses the learner’s ability to use information gathered about the National Curriculum Programme of Study for Physical Education to contribute to the planning of High-Quality Physical Education and School Sport curricular and extra-curricular activities, under the supervision of a suitably qualified teacher. You will assess pupil(s’) levels of achievement against baseline achievement levels for the Key Stage they are in and pupils’ needs to contribute to the planning of a High-Quality Physical Education and School Sport programme. A plan for the identification of resources and ongoing evaluation of the aspirations of the programme is also required.
<b>Unique Unit Number</b>	J/505/1759
<b>Unit Assessment Method(s)</b>	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
<b>Assessment Specification</b>	Knowledge understanding assessment involving one or a mixture of (i) written questions and answers (ii) projects (iii) assignments (iv) discussions with learner.

**Learning Outcome: 1. be able to design and plan a High-Quality Physical Education and School Sport activity programme to promote pupil achievement in Physical Education**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 justify the structure and content of a Physical Education and School Sport annual programme of activity		
1.2 distinguish the activities to be included in an annual programme, consistent with the evaluation of: a the National Curriculum Programme of Study for Physical Education b extra-curricular physical activity c pupil(s') development/ Key Stage d pupil(s') progress and attainment e goals linked to other areas of the National Curriculum		
1.3 develop an outline plan for a unit of work from within the annual programme		
1.4 develop individual session plans that: a consist of challenging outcomes to meet high expectations corresponding to the stage, abilities and needs of pupils b help pupils to achieve goals against Physical Education stated aims c ensure that planned activities are consistent with agreed Safe Practice in Physical Education and School Sport d are progressively linked		
1.5 develop contingencies to address a variety of scenarios		
1.6 review and revise the planned activities with a teacher, pupils and others		

**Learning Outcome: 2. be able to identify and access resources to support the delivery of a High-Quality Physical Education and School Sport programme**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
2.1 clarify sources of information and resources to support the planning process		
2.2 distinguish the resources needed to deliver the unit of work and individual planned sessions		
2.3 justify how the planned resources meet the stage, abilities and needs of pupils		
2.4 explain how to access the resources required		
2.5 ensure the resources meet with the accepted guidelines for Safe Practice in Physical Education and School Sport		

**Learning Outcome: 3. be able to plan for the review of a High- Quality Physical Education and School Sport programme**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 justify who will contribute to the planned review process		
3.2 distinguish viable methods to review the programme that are safe, valid and reliable		
3.3 develop a review schedule for the programme		
3.4 review and revise the review schedule with a teacher, pupils and others		

<b>Unit Title</b>	<b>Deliver a Physical Education and School Sport Programme</b>
<b>Unit Aim</b>	The aim of this unit is for learners to deliver aspects of a Unit of Work including establishing and maintain relationships with pupils and others, using assessment information to modify planning that meet pupils' needs and to promote pupil learning and progress against the floor standard for the appropriate key stage.
<b>Unique Unit Number</b>	F/505/1761
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	<p>Evidence of performance on more than 1 occasion. The evidence should be based upon the evidence produced in Unit 6 J/505/1759. There should be a combination of at least 2 of the following: observation, testimony of others (e.g. a teacher), products of work (e.g. self-appraisal), reflective account, simulations are not allowed.</p> <p>The production of a record of the implementation and management of a safe teaching/coaching and learning environment over a minimum of 6 individual session plans. The sessions must be progressively linked and designed to help pupils achieve goals against PE stated aims.</p> <p>The delivery of 6 session plans, associated with the unit. The sessions must be progressively linked and designed to help pupil(s) achieve goals against PE stated aims; 2 of which must be observed by a qualified assessor, on 2 separate occasions. All sessions drawn from the Level 3 Technical Syllabus for Physical Education and School Sport and be mapped to the National Curriculum Programme of Study for PE.</p>

**Learning Outcome: 1. be able to establish and maintain relationships with pupils and others involved in the delivery of the Physical Education and School Sport Programme**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 summarise information about the programme to teachers, pupils, parents and others (e.g. other coaches or facility management)		
1.2 coordinate the allocation of resources and brief others on their responsibilities and contributions to the programme		
1.3 implement the resources needed to deliver a unit of work and individual planned sessions from within the Physical Education and School Sport annual programme of activity		

<p>1.4 ensure others understand and apply the guidelines for Safe Practice in Physical Education and School Sport when working with pupils</p>		
<p>1.5 establish positive relationships with pupils and others</p>		
<p>1.6 apply communication styles appropriate to:</p> <ul style="list-style-type: none"> <li>• pupil(s)</li> <li>• others</li> <li>• delivery of the programme</li> </ul>		
<p>1.7 demonstrate how to provide opportunities for pupils to enjoy the learning experience</p>		
<p>1.8 manage pupils' engagement with each other effectively and fairly, in a way appropriate to their needs</p>		
<p>1.9 demonstrate how to adapt own delivery to suit the changing environment and pupil (s') needs and abilities</p>		

**Learning Outcome: 2. be able to deliver a High-Quality Physical Education and School Sport programme**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
2.1 implement the Physical Education and School Sport annual programme of activity		
2.2 demonstrate how to allocate activities to pupils in a way that is appropriate to them and is likely to maximise learning		
2.3 provide demonstrations that are technically correct		
2.4 explain the activities in a way appropriate to the pupils' level of understanding		
2.5 apply motivational techniques to help pupils achieve goals against Physical Education stated aims		
2.6 implement methods to check pupils' understanding		
2.7 demonstrate how to support a range of abilities to enable pupils to learn and participate effectively		
2.8 apply the principles of inclusion to meet a range of learner's needs		

**Learning Outcome: 3. be able to review pupil(s) progress during the implementation of the Physical Education and School Sport programme**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 evaluate pupil(s') performance using methods identified in the evaluation plan		
3.2 compile information on the evaluation of pupil(s') progress and attainment		
3.3 empower pupils to evaluate and recognise their achievements		
3.4 demonstrate how to give appropriate, positive and timely feedback		
3.5 evaluate pupil(s') progress in a fair and equitable manner		
3.6 identify and agree improvements to the programme as a result of the review activities		
3.7 record evaluations in a format that will allow them to be shared		

**Learning Outcome: 4. Understand how to modify the Physical Education and School Sport programme in response to feedback and changes in needs**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
4.1 diagnose goals and components of the Physical Education and School Sport programme that may need to be adapted		
4.2 develop contingency plans		
4.3 justify and agree modifications to goals and programmes with teacher(s), pupil(s) and relevant others		
4.4 explain resource implications as a result of modifications made		
4.5 introduce the modifications to teacher(s), pupil(s) and relevant others, appropriate to their needs		
4.6 monitor the impact of improvements made and modify the programme as necessary		

<b>Unit Title</b>	Review the Delivery of a Physical Education and School Sport Programme
<b>Unit Aim</b>	The aim of this component is for learners to be able to use monitoring and review information about the learning and progress against the 'floor standard' that pupils have made in order to inform an evaluation of the effectiveness of their own delivery and other adults in the delivery of the Unit of Work.
<b>Unique Unit Number</b>	J/505/1762
<b>Unit Assessment Method(s)</b>	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
<b>Assessment Specification</b>	See assessment guidance.

**Learning Outcome: 1. be able to monitor the implementation of a High-Quality Physical Education and School Sport programme**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 explain the importance of the reviews to teacher(s), pupil(s), parent(s) and others and encourage them to contribute		
1.2 evaluate the implementation of the programme based on a pre-planned review schedule		
1.3 collect and record monitoring information at planned points throughout the programme		
1.4 check that information collected is valid and reliable		
1.5 collate the information in a way that will help it to be analysed		
1.6 analyse the information and feedback to determine: a whether the programme met its intended goals b whether the programme challenged and set high expectations for all learners c whether the content, structure, breadth and balance of the programme were appropriate d the appropriateness of resources e whether the programme was safe and promoted positive behaviours towards learning f own performance and the contributions of others		
1.7 treat confidential information appropriately		
1.8 explain the impact recommendations for improvement will have on future programmes		

**Learning Outcome: 2. be able to monitor and review own contributions to the Physical Education and School Sport programme**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
2.1 reflect on all aspects of own current teaching/ coaching and learning practice throughout the programme		
2.2 develop and record a personal action plan that will help improve own teaching/ coaching and learning practice for identified areas		
2.3 identify development activities that can contribute to a personal action plan		
2.4 participate in development activities to improve own personal teaching/ coaching and learning performance		

**Learning Outcome: 3. be able to provide assistance in the development of other adults supporting learners**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 describe the typical skills and knowledge required of other adults supporting learners		
3.2 evaluate learning resources that could support the development of other adults supporting learners		
3.3 explain the provision of development guidance and support to other adults supporting learners within own level of expertise		
3.4 provide development and support in a manner, level and pace appropriate to other adults supporting learners' needs		
3.5 evaluate the outcomes of the development and support provided		
3.6 provide feedback to other adults supporting learners on their performance and contributions		
3.7 identify relevant people who may be able to provide advice on issues outside own area of competence or authority		

<b>Unit Title</b>	<b>Organise and lead a sports event or competition</b>
<b>Unit Aim</b>	This unit assesses the learners' ability to plan and deliver a sports event. Learners will be expected to demonstrate team work and communication skills whilst highlighting the importance of effective planning and organisation. The unit will help the learner to understand the implications and considerations of running a sports event.
<b>Unique Unit Number</b>	H/601/8410
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Evidence of performance in the workplace on more than one occasion. There should be a combination of at least two of the following: (i) observation (ii) testimony of others (for example, internal colleagues and external partners worked with to arrange and deliver the event or competition) (iii) products of work (for example, planning meeting minutes, event review/ evaluation, personal development plan, etc.) (iv) reflective account (v) simulations are not allowed.

<b>Learning Outcome: 1. plan an event or competition for a specific community group</b>		
<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 produce a proposal that outlines the structure of the event or competition		
1.2 undertake the planning of an event or competition		

<b>Learning Outcome: 2. promote an event or competition</b>		
<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
2.1 promote the event or competition in a range of ways for a variety of different audiences.		

### Learning Outcome: 3. work with internal and external partners

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 work effectively with external partners in the planning and delivery of an event or competition		
3.2 work effectively with internal colleagues in the planning and delivery of an event or competition		

### Learning Outcome: 4. take part in the evaluation of the event or competition

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
4.1 evaluate the event and identify what went well and less well and suggest what should be done differently next time		
4.2 evaluate the impact the event or competition had upon the specific community group		
4.3 report the findings to external partners		
4.4 independently evaluate the role they played, identifying their strengths and areas for development		

<b>Unit Title</b>	Preparing for the mentoring role
<b>Unit Aim</b>	This unit assesses the learner's knowledge and understanding of the mentoring role and the responsibility for creating effective mentoring relationships enabling learners to understand the importance of effective feedback both to their students and to improve their own practice.
<b>Unique Unit Number</b>	T/503/5511
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Knowledge and understanding assessment involving one or a mixture of: (i) Written questions and answers (ii) Projects (iii) Assignments.

### Learning Outcome: 1. Understand own role and responsibilities in relation to mentoring

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
1.1 describe the role and responsibilities of the mentor		
1.2 explain the skills required for mentoring		
1.3 identify the need for codes of conduct and ground rules when setting boundaries for mentoring		
1.4 explain the importance of confidentiality in a mentoring relationship		

### Learning Outcome: 2. Understand ways to identify individual mentoring needs

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
2.1 describe ways in which individual coaching needs are identified		
2.2 identify learning needs that can be met through mentoring		
2.3 explain ways to clarify the learner's goals and facilitate their achievement		

### Learning Outcome: 3. Understand techniques to establish and maintain a mentoring relationship

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
3.1 explain key techniques of mentoring that meet learner needs		
3.2 identify resources required for mentoring		
3.3 describe how potential barriers to mentoring can be overcome through building a rapport with individuals in mentoring sessions		
3.4 describe ways of creating an environment in which effective mentoring can take place		

**Learning Outcome: 4. Understand how to review progress through mentoring**

<b>Assessment Criteria</b> The learner can:	<b>Mandatory Delivery Content</b> The learner will develop an understanding of:	<b>Evidence Requirements</b> The learner is required to complete:
4.1 describe how to review the mentee's progress		
4.2 explain how to provide feedback to learners on their progress		
4.3 explain how to use learning received through mentoring		
4.4 review own mentoring role and identify areas for development		

### Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

### Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

#### Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The recognised centre is required to recruit and deploy approved tutors. The tutors are responsible for the delivery and assessment of the qualification. Tutors are required to:

- have attained QTS status
- possess recent and relevant experience delivering Physical Education in a school sport context.

Or

- hold a suitable teaching qualification
- hold or be working towards an assessor qualification
- have recent and relevant experience delivering Physical Education in a school sport context.

If the individual is only in possession of a teaching qualification without clear evidence of assessment, they must only act as the Tutor. Likewise, an individual with only assessing experience must not tutor the training programme.

#### Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The recognised centre is required to recruit and deploy approved assessors. The assessors are responsible for the delivery and assessment of the qualification. Assessors are required to:

- have attained QTS status
- possess recent and relevant experience delivering Physical Education in a school sport context.

Or

- hold a suitable teaching qualification
- hold or be working towards an assessor qualification
- have recent and relevant experience delivering Physical Education in a school sport context.

If the individual is only in possession of a teaching qualification without clear evidence of assessment, they must only act as the Tutor. Likewise, an individual with only assessing experience must not tutor the training programme.

#### Internal Verifier(s) and Quality Assurer(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The recognised centre is required to recruit and deploy approved internal quality assurers who are responsible for the internal quality assurance activities. Internal quality assurers are required to:

- be in possession of QTS status
- have recent and relevant experience delivering Physical Education in a school sport context.

Or

- hold or be working towards a suitable IQA qualification
- have recent and relevant experience delivering Physical Education in a school sport context.

### **Additional Qualification Requirements**

The minimum venue, facility and requirements stated in the centre handbook apply.

This qualification is regulated by Ofqual (600/9577/5) and QiW (C00/1238/0 - Designated).

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