

1st4sport Level 3 Certificate in Delivering Physical Activity and Sport within the School Environment

Qualification Specification



About Us

Welcome to 1st4sport, established in 2000, 1st4sport 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

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| Title: | 1st4sport Level 3 Certificate in Delivering Physical Activity and Sport within the School Environment |
| Qualification Overview: | Ensures that learners have the knowledge, skills and confidence to design and deliver safe and inclusive curricular and extra-curricular physical education and sport programmes. This product is mapped against the Safeguarding and Protecting Children (Technical) Professional Standards as a CIMSPA Professional Standards Endorsed Qualification. |
| Qualification Code: | L3CDPASSE |
| Qualification Regulation Number: | 610/1625/1 |
| Guided Learning Hours (GLH): | 196 |
| Total Qualification Time (TQT): | 390 |
| Credit Value (if applicable): | Not applicable |
| Operational Start Date: | 01/12/2022 |
| Qualification Review Date: | 30/11/2025 |
| Learner Registration Period: | 2 years |
| Qualification Objective: | This qualification qualifies learners to deliver curricular and extra-curricular PE and sport programmes in a school sport environment.. |
| Qualification Purpose: | Prepare for employment in a broad occupational area. |

Who is this qualification for?

This qualification is designed for learners looking to develop their knowledge and skills in order to independently lead the delivery of school sport programmes. This is not sport or setting specific and the learner can complete the assessments in their specific setting within the school environment and focussing on the most appropriate sporting context for their role. This qualification requires the learner to have regular access to an education setting and be working with children/young people within that environment. Learners will be expected to select a population of their choice to focus their activities and research on. This could relate to an age group or a specific setting within schools. Learners will be expected to apply this research and knowledge to the delivery of progressive sport and physical activity sessions within one discipline and further stand alone sessions in other disciplines to evidence breadth and knowledge across the curriculum.

Qualification Progression

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

- 1st4sport Level 3 Award in Education and Training
- 1st4sport Level 2 Certificate in Coaching
- 1st4sport Level 2 Award in Multi-Skill Development in Sport
- 1st4sport Level 3 Diploma in Delivering Physical Activity and Sport within the School Environment

This qualification may lead to paid or voluntary roles within schools, such as a teaching assistant, trainee teacher or a sports leader within the school environment.

Entry Requirements

Learners must be a minimum of 17 years old at registration and 18 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 17 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 9 of 10 mandatory units),
- Practical Demonstration/Assignment (in 1 of 10 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

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 |
|------------|---|-----|
| T/650/4523 | Inclusive learning environments for children and young people | 17 |
| Y/650/4524 | Child development models and domains | 16 |
| A/650/4525 | Providing safe environments for children and young people | 14 |
| D/650/4526 | Developing relationships within the school community | 14 |
| F/650/4527 | Schools and their communities | 13 |
| H/650/4528 | Working within a school environment | 27 |
| J/650/4529 | Linking planning with teaching and assessment | 25 |
| M/650/4530 | Plan a series of progressive physical activity sessions | 14 |
| R/650/4531 | Deliver a series of progressive physical activity sessions | 31 |
| T/650/4532 | Evaluate a series of progressive physical activity sessions | 25 |

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

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| Unit Title | Inclusive learning environments for children and young people |
| Unit Aim | This unit assess the learners ability to be child centred, create inclusive physical activity environments and support the development of children and young people. This unit prepares learners with the knowledge and skills required to put every child and young person at the centre of their practice, bringing a sense of fun, freedom and belonging. |
| Unique Unit Number | T/650/4523 |
| Unit Assessment Method(s) | Coursework |
| Assessment Specification | The learner evidence must relate to their chosen age population. |

Learning Outcome: 1. Understand guidelines relating to sport and physical activity for children and young people

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 1.1 Summarise organisational guidelines relating to sport and physical activity | <p>International Organisations include but are not limited to:</p> <ul style="list-style-type: none"> • United Nations Educational, Scientific and Cultural Organization (UNESCO) • United Nations Convention on the Rights of the Child (UNCRC) • UNICEF • CPSU • NSPCC • Chief Medical Officers' (CMO) Physical Activity Guidelines for Children and Young People (5-18 years). |
| 1.2 Compare the Chief Medical Officers Physical activity guidelines for different populations | <p>Comparisons should be made between populations of:</p> <ul style="list-style-type: none"> • under 5's • 5 - 11 year olds • 11-18 year olds |

Learning Outcome: 2. Know ways to support an inclusive learning environment for children and young people

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 Describe the key elements of an inclusive learning environment for children and young people | <p>Coaches should know the following details of their participants:</p> <ul style="list-style-type: none"> • previous sport or physical activity experience • current circumstances • stage of development • reasons for coming to the session. <p>Learners develop an understanding of how to maintain an inclusive learning environment and emphasise the importance of supporting an inclusive environment</p> |
| 2.2 Describe the benefits and challenges of providing inclusive practices for children and young people | Learner must include benefits and challenges for themselves, the children and young people and those with vested interests around the children and young people |
| 2.3 Explain ways children can support an inclusive learning environment | Ways a coach, children and young people, teachers and any other stakeholders involved can support an inclusive learning environment relevant to their chosen population |
| 2.4 Reflect on their role in supporting an inclusive learning environment for children and young people | Learners should reflect on their actions, behaviours, language, communication methods, experiences and learning within a sporting or physical activity environment and suggest ways how this could inform their future action, learning or practice to become more inclusive. |

Learning Outcome: 3. Know ways to support the needs of children and young people

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 Compare methods to identify the needs of children and young people | STEP model AIM Model |
| 3.2 Assess the needs for their chosen population | To assess the needs for their chosen population |
| 3.3 Differentiate the needs of their population with other populations | For example, learners compare the different welfare, learning and development needs of a child 0-5 to the needs of young people 5-11 and 11-18 years of age. |

Learning Outcome: 4. Understand how behaviour management can support an inclusive learning environment for children and young people

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 4.1 Interpret behaviour management | Behaviour management: <ul style="list-style-type: none"> • Is subjective • Is a continued learned skill • Helps support a conducive learning environment • Builds rapport with participants • Coaches need to reflect on their actions to support behaviour management |
| 4.2 State ways behaviour management can support an inclusive learning environment | To include both positive and negative ways in which behaviour management can support an inclusive learning environment |
| 4.3 Suggest ways to improve their interactions with their population | To provide ways to improve their interactions with their population |

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| Unit Title | Child development models and domains |
| Unit Aim | The unit develops a learners understanding of the range of child development models and domains to support learning and attainment in children and young people. |
| Unique Unit Number | Y/650/4524 |
| Unit Assessment Method(s) | Coursework |
| Assessment Specification | The learner evidence must relate to their chosen age population. |

Learning Outcome: 1. Understand child development models

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 1.1 Compare different child development models | Types of child development models include <ul style="list-style-type: none"> Youth Physical Development Model GROW model FUEL model |
| 1.2 Explain how to apply child development models within a sport or physical activity | To detail how to apply child development models within a sport or physical activity |

Learning Outcome: 2. Understand different domains of child development

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 Explain the relationship between the domains of child development | Different domains of child development include: <ul style="list-style-type: none"> Physical Social Emotional Cognitive |

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| <p>2.2 Clarify the key components for each domain of a child development</p> | <p>The key components of each child development domains are:</p> <ul style="list-style-type: none"> • Physical: • Social. • Emotional • Cognitive: e.g. Piaget's cognitive theories: • Sensorimotor theory. • Pre-operational theory. • Concrete operational theory. • Formal operational theory <p>Learners are required to apply the development model to their chosen population.</p> |
| <p>2.3 Prepare a table showing the different stages of development for their population</p> | <p>Learners are required to apply the different stages of development to their chosen population. For example, the stages of development for working with children 0-5 include:</p> <ul style="list-style-type: none"> • Babies 0-18 months • Toddlers 18 months to 3 years • Preschool – 3-5 years |
| <p>2.4 Analyse the implications of teaching at each development milestone</p> | <p>Learners identify the implications of teaching for the developments milestones for their chosen population. For example, working with children 0-5 would analyse the implications for the following groups within their population:</p> <ul style="list-style-type: none"> • Babies 0-18 months • Toddlers 18 months to 3 years • Preschool – 3-5 years |
| <p>2.5 Present the fundamental movement skills for their chosen population</p> | <p>To present the fundamental movement skills for their chosen population</p> |
| <p>2.6 Differentiate between physical literacy and fundamentals</p> | <p>To differentiate between physical literacy and fundamentals</p> |
| <p>2.7 Illustrate ways physical development models can be applied to their population</p> | <p>To illustrate ways physical development models can be applied to their population</p> |
| <p>2.8 Discuss how physical development is influenced by sport and physical activity and play in their population</p> | <p>To discuss how physical development is influenced by sport and physical activity and play in their population</p> |

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| 2.9 Describe factors which may influence each child development domain | <p>Factors that may shape a child development domain include:</p> <ul style="list-style-type: none"> • heredity • environment • sex/gender • exercise and health • hormones • nutrition • family influence • geographical influence • socio-economic status • learning and reinforcement <p>Learners are required to describe internal and external factors that may influence the development of their chosen population in each of the following domains:</p> <ul style="list-style-type: none"> • Physical • Cognitive • Social • emotional |
| 2.10 Provide reasons for developing the whole child holistically through sport and activity | The learner will be able to provide reasons for developing the whole child holistically |

Learning Outcome: 3. Know how to support the health and wellbeing of children and young people

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 Differentiate between the terms health and wellbeing | To differentiate between the terms health and wellbeing |
| 3.2 Suggest ways to promote the health and wellbeing of children | To suggest ways to promote the health and wellbeing of children |
| 3.3 Compare the benefits and challenges of promoting health and wellbeing of children and young people | To compare the benefits and challenges of promoting health and wellbeing of children and young people |
| 3.4 Explain how promoting health and well-being can influence wider outcomes | To explain how promoting health and well-being can influence wider outcomes |
| 3.5 Clarify the role of parents and carers play in contributing to the health and well-being of their child. | To clarify the role of parents and carers play in contributing to the health and well-being of their child. |

Learning Outcome: 4. Know the nutritional requirements of children and young people

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 4.1 Explain the nutritional and hydration requirements of their population | To explain the nutritional and hydration requirements of their population |
| 4.2 Discuss ways to ensure their population are appropriately nourished and hydrated during sport and physical activity sessions | To discuss ways to ensure their population are appropriately nourished and hydrated during sport and physical activity sessions |

Learning Outcome: 5. Understand ways children and young people develop life skills through sport and physical activity

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 5.1 Describe the skills children and young people can develop through participating in sport and physical activity | Skills developed in sport and physical activities include: <ul style="list-style-type: none"> • Communication • Teamwork • Responsibility • Focus / goal -orientated • Discipline • Working with others in authority • Working as part of the community • Helping others • Being within or as part of a team |
| 5.2 Describe ways the skills developed in a sport or physical activity can support children and young people within society | How skills learnt in sport or physical activity can support children and young people in society |

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| Unit Title | Providing safe environments for children and young people |
| Unit Aim | Learners will understand safeguarding legislation and guidance and be able to implement safe practices when working with children and young people. |
| Unique Unit Number | A/650/4525 |
| Unit Assessment Method(s) | Coursework |
| Assessment Specification | The learner evidence must relate to their chosen age population. Learners must have completed both safeguarding training and first aid training within the last 12 months to be able to complete this unit. |

| Learning Outcome: 1. Understand safeguarding and protection of children resources and support | |
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| Assessment Criteria The learner can: | Indicative Delivery Content |
| 1.1 Record organisations that provide safeguarding and child protection legislation and guidance | Key organisations that provide advice and guidance Key safeguarding legislation participants are expected to refer to key legislation applicable to their chosen population. |
| 1.2 Establish their schools' safeguarding and child protection policies | Core topics should include: <ul style="list-style-type: none"> • Information sharing • Data protection • Your role in relation to the legislation • Your organisation/school role in relation to the legislation • Equality • Inclusion • Mental health and Wellbeing • Cyber-bullying and anti-bullying policies • Use of IT equipment |
| 1.3 Compare the core elements of safeguarding and child protection policies and guidance | Participants should compare the elements of safeguarding and child protection policies and guidance, including organisational policies, such as the NSPCC and CPSU, and their school policies in relation to their chosen population and other populations. |

Learning Outcome: 2. Understand how to support a safe environment for children and young people

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 Describe what a safe environment for children and young people includes | A safe environment relevant to the chosen age group and associated requirements to include health and safety considerations, safeguarding and duty of care |
| 2.2 Discuss the roles of stakeholders in supporting a safe environment for children and young people | To include : <ul style="list-style-type: none"> • Each stakeholders role in relation to safeguarding and child protection • How a safe environment for children and young people can be supported • Each stakeholders responsibility in relation to safeguarding and child protection |
| 2.3 Interpret appropriate behaviour when working with children and young people | Appropriate behaviour for adults when working with young people and children Appropriate behaviour for young people and children Inappropriate behaviour |
| 2.4 Explain how to respond to injury, illness and emergency situations in a sport and physical activity session specifically for children and young people | Learners must describe how to respond to injury, illness and emergency situations in a sport and physical activity session for children 0-5, plus their chosen population should this not be children 0-5. |

Learning Outcome: 3. Be able to recognise safeguarding and child protection concerns

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 Differentiate between child protection and safeguarding | To differentiate between child protection and safeguarding |
| 3.2 Distinguish between types of abuse | As referenced by the Child Protection on Sport Unit (CPSU) |
| 3.3 Distinguish between abuse, poor and good practice | Include the difference between abuse and poor practice Outline key components of good practice |
| 3.4 Suggest ways to challenge poor practice | To suggest ways to challenge poor practice |

Learning Outcome: 4. Be able to record safeguarding and child protection concerns

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 4.1 Describe their school processes of recording safeguarding concerns or disclosures | To describe their school processes of recording safeguarding concerns or disclosures |
| 4.2 Illustrate how to record child protection concerns according to their school policies and procedures | To illustrate how to record child protection concerns according to their school policies and procedures |
| 4.3 Provide examples of when to share safeguarding information with others | To provide examples of when to share safeguarding information with others |
| 4.4 Provide examples of when to seek guidance from others | Examples may include but are not limited to when to seek guidance/refer |

Learning Outcome: 5. Be able to report safeguarding and child protection concerns

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 5.1 Establish their schools' procedure for reporting safeguarding concerns or disclosures | To establish their schools' procedure for reporting safeguarding concerns or disclosures |
| 5.2 Justify how to respond to a child raising a safeguarding disclosure | Provide a clear rationale behind the decision-making process of how the coach responds to a child raising a safeguarding disclosure |

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| Unit Title | Developing relationships within the school community |
| Unit Aim | This unit assesses the learners understanding of how to communicate with stakeholders to develop professional relationships and within and outside the school environment. The unit explores the different roles, responsibilities, and professional boundaries of a range of stakeholders and how working with others can support the learning of children and young people within an educational setting. |
| Unique Unit Number | D/650/4526 |
| Unit Assessment Method(s) | Coursework |
| Assessment Specification | The learner evidence must relate to their chosen age population. |

Learning Outcome: 1. Understand the roles and responsibilities of key staff members within their school community

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 1.1 Differentiate the roles and responsibilities of key staff members within their school community | <p>Different roles include: e.g. staff, governors, senior managers, department heads, support staff, volunteers, teaching assistants, designated safeguarding officer, welfare officer, bursar, SENCO staff, etc.</p> <p>Learners must identify the responsibilities of key staff within their school.</p> <p>For example, the core responsibility of a Head Teacher is to manage the school, i.e. human resources, physical resources, economic resources.</p> |

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| <p>1.2 Describe key professional boundaries when working with children and young people</p> | <p>Professional boundaries when working with children and young people in schools include but are not limited to:</p> <ul style="list-style-type: none"> • Duty of care • Appropriate language • Information sharing • Confidentiality • Data Protection • Personal appearance • Model behaviour • Body language <p>Professional Boundaries may include:</p> <ul style="list-style-type: none"> • during 'paid' time • service-orientated • focus on developing the child • goal-focused • time focused – i.e. apply during a coaching session • set out in your job description <p>Professional boundaries when working with children and young people may include:</p> <ul style="list-style-type: none"> • Communication boundaries • Physical boundaries • Location Boundaries • Socialising boundaries • Confidentiality • Accepting gifts or favours • Showing favouritism or bias |
| <p>1.3 Suggest ways to develop relationships with key members of their school community</p> | <p>School communities can include the following members:</p> <p>Within their school environment: Senior Leadership Team, colleagues, Managers, Heads of Departments, Welfare Officers, etc</p> <p>External to their school environment: Parents/carers, Staff from other schools, Students from other schools, Youth clubs, community centres, volunteers</p> |

Learning Outcome: 2. Understand ways the school mentoring programme can support relationships

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 Summarise their school mentoring programme | <p>Different schools will have different mentoring schemes for support staff. Learners must use the mentoring scheme appropriate to their context. Mentoring schemes could include:</p> <ul style="list-style-type: none"> • Stages of mentoring processes • Who is the mentor and mentee • Duration of the scheme • Who the scheme is available to within the school <p>How to be enrolled in the school mentor scheme</p> |
| 2.2 Explain ways the school mentoring programme can support relationships within their school community | <p>School mentoring programmes can help professional relationships by:</p> <ul style="list-style-type: none"> • Growing networks within the school • Create relationships which may not have happened naturally • Encourages a learning culture across the school |

Learning Outcome: 3. Know the key duties of accompanying adults

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 Clarify the duties of accompanying adults | Learners are required to identify the roles of an accompanying adult or equivalent, such as a teacher, within their school environment and to their chosen population. |
| 3.2 Summarise common adult cues. | To summarise common adult cues. |
| 3.3 Compare factors that may influence the roles of accompanying adults | To compare factors that may influence the roles of accompanying adults |
| 3.4 Suggest ways to develop relationships with the accompanying adult | To suggest ways to develop relationships with the accompanying adult. |

Learning Outcome: 4. Be able to communicate with key members of their school community to develop relationships

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 4.1 Interpret listening | Definition includes listening as a two way process |

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| <p>4.2 Justify methods of communication applicable to their population</p> | <p>Different methods of communication include:</p> <ul style="list-style-type: none"> • Emails • Letters • Telephone calls • Zoom, Teams , Skype meetings • Social Media i.e Twitter , Facebook, Snapchat, Instagram, LinkedIn • Talking • Text Messages to mobile phone/WhatsApp • Online Blogs and Forums • School Platforms • Sign Language • Verbal/Non-Verbal <p>Learners are required to justify the appropriate Methods of communication applicable to their chosen population and within sport and physical activity sessions.</p> |
| <p>4.3 Differentiate communication depending on the stakeholder profile</p> | <p>Identify when to use the different methods of communication applied to their chosen population:</p> <ul style="list-style-type: none"> • Verbal • Face-to-face • Written <p>Adapt communication depending on the stakeholder profile:</p> <ul style="list-style-type: none"> • Children • Young people • Adults • Accessibility and different needs of the stakeholder • Legislative considerations, i.e. confidentiality, data protection, disclosure of information, safeguarding and duty of care <p>Adaptions include consideration towards:</p> <ul style="list-style-type: none"> • Language and vocabulary used: adaption from responding to a child than an adult • Appropriate method of communication: letter,email, telephone, face-to-face meeting etc. • Awareness of tone used • Awareness of body language and eye contact • The context of the communication, disciplinary letter or announcement of school sports day • Methods of non-verbal communication |
| <p>4.4 Engage with key members within their school community</p> | <p>Examples include:</p> <ul style="list-style-type: none"> • Open and honest communication • Being positive, trustworthy and respectful • Active listening • Developing people skills • Show appreciation of others • Keep to your commitments • Be present • Appreciate each employee's role • Offer help and support • Asking questions |

4.5 Review their chosen methods of communication for their population

Review should include the following, but is not limited to:

- Is the chosen method appropriate?
- What methods work well and which need improving?
- What adjustments need to be made to improve communication?

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| Unit Title | Schools and their communities |
| Unit Aim | This unit provides learners with the knowledge and skills of how schools operate within their communities and ways to support community sport to support the learning of children and young people. |
| Unique Unit Number | F/650/4527 |
| Unit Assessment Method(s) | Coursework |
| Assessment Specification | The learner evidence must relate to their chosen age population. |

| Learning Outcome: 1. Know the role of schools within their communities | |
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| Assessment Criteria The learner can: | Indicative Delivery Content |
| 1.1 Describe the roles of schools within their communities | To describe the roles of schools within their communities. |
| 1.2 Summarise ways the community can support the school | To summarise ways the community can support the school |

Learning Outcome: 2. Know ways to support community sports

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 Distinguish between school sport and sport delivered within their community | <p>Key differences include:</p> <ul style="list-style-type: none"> • Population groups • Coach to pupil ratios • Resources and facilities • Cost (free, session fee, membership fee) • Schedule (daily, weekly, monthly) • Funding • Duration • Workforce: number of employed, volunteers, etc. <p>Experience / qualification of workforce</p> |
| 2.2 Present examples of community sport opportunities to stakeholders | <p>Local sport and physical activity opportunities</p> <p>The opportunities should reflect what community sports is available within the context of the learner.</p> |
| 2.3 Suggest ways to support community sports | <p>Stakeholders include coaches, parents, school staff, members of the community. Ways stakeholders can support community sport:</p> |

Learning Outcome: 3. Understand the purpose of school-community club links

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 Describe the purpose of a school-community club links | <p>To describe the purpose of a school-community club links.</p> |
| 3.2 Present the benefits of a school-community club links to stakeholders | <p>School benefits</p> <p>The benefits if you are a Club:</p> <p>Benefits to children and young people:</p> <p>The health benefits of a school-community link to children and young people</p> |

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| Unit Title | Working within a school environment |
| Unit Aim | This unit prepares the learner for working within a school identifying the types of provision, the curriculum, regulatory bodies and legislation operating within a school environment. Learners develop an understanding of the purposes of schools, the different school structures and values. |
| Unique Unit Number | H/650/4528 |
| Unit Assessment Method(s) | Coursework |
| Assessment Specification | The learner evidence must relate to their chosen population. |

Learning Outcome: 1. Understand the different cultures, values and ethos within a school environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 1.1 Compare the culture, values and ethos between their school and others | <p>Identify the mission and/or vision in relation to the culture, values and ethos of their school and compare the cultures, values and ethos between different school types, for example:</p> <ul style="list-style-type: none"> • Primary • Secondary • Academy • Faith schools |
| 1.2 Summarise the benefits and challenges of embedding the school culture, values and ethos within working practices | <p>In embedding the values, culture and ethos of the school into the sport and physical activity, this can help to achieve:</p> <ul style="list-style-type: none"> • Sustained success • Synced aims and objectives for participants |
| 1.3 Reflect upon their values for working with children and young people | <p>Values could include but are not limited to:</p> <ul style="list-style-type: none"> • Keeping children safe during sport or physical activity • Helping children to stay healthy • Help children to achieve in sport • Help children to enjoy sport and/or physical activities • Make a positive contribution to society • Help with mental health • Develop positive relationships • contribute to society • Helping children to stay healthy • Help children to achieve in sport • Help children to enjoy sport and/or physical activities <p>Review should include:</p> <ul style="list-style-type: none"> • Similarities and Differences between their values and school values • Rationales of why the differences and/or similarities appear between their values and school values |

Learning Outcome: 2. Know key characteristics of the school sector

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 Distinguish the different types of provision within the school sector | <p>Different types of school provision include:</p> <ul style="list-style-type: none"> • State schools: community school, foundation schools and voluntary schools, academies, free schools, religious/faith schools, grammar schools, • Special schools for pupils with SEND • City Technology colleges • State boarding schools • Private schools <p>Types of Funding: Private, public, charity, etc.</p> |

Learning Outcome: 3. Understand their school induction programme

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 Clarify key components within the school induction programme | <p>A school induction programme is tailored to the individual and their role and undertaken by any new staff. The aim of a school induction programmes is to introduce new staff members into their role and to the school environment. It should include the following activities:</p> <ul style="list-style-type: none"> • The individual's role in relation to safeguarding. • The role of the school's safeguarding lead • The individual's role in relation to the protection of children • Expected standards of conduct and behaviour • Personal development plans • Disclosure and Barring Service checks (DBS) • Recruitment checks i.e. qualifications, references • Mentoring schemes • Workplace orientation (tour of the school and facilities) • Introduction to other staff members/colleagues • Health and safety procedures and policies and school Fire Marshalls • The schools code of conduct • Schools policies and procedures i.e. use of ICT equipment • Terms and conditions of employment • Specific job training • Recording, monitoring and reviewing the induction programme. |
| 3.2 Describe the benefits and challenges of a school induction programme | <p>Benefits of a school induction programme include but are not limited to:</p> <ul style="list-style-type: none"> • Supports pupil achievement • Supports professional relationships / working with others • Help support the school values, ethos and culture • Mentoring • Encourage high standards of performance • Assist to reduce employee turnover • Challenges: • Need continually updating due to change of staff, legislation, etc • Time-consuming for other staff members involved in the process |

Learning Outcome: 4. Understand key regulatory bodies and legislation operating within their school environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 4.1 Differentiate between the core purpose of key regulatory bodies and legislation operating within their school environment | Learners must refer to all relevant legislation and regulatory bodies applicable to their selected age group, sport and/or physical activity |
| 4.2 Describe ways key regulatory and legislative requirements may influence physical activities and sport within their school environment | <p>Legislation and regulatory requirements can impact on sport and physical activities within schools:</p> <ul style="list-style-type: none"> • Funding, DfE, Sport England, National Lottery • Facilities, i.e. school playing fields may be sold • Government strategies for sport in schools, i.e. guidance including how long children should spend on physical activities per day in and outside of school • Teacher training objectives for delivering sport lessons |

Learning Outcome: 5. Understand how the curriculum is operationalised within their school environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 5.1 Summarise key components of the curriculum applicable to their school environment | <ul style="list-style-type: none"> Identify the relevant home country the setting is based in and ensure the components are applicable to this home country Know the differences between the key stages When child progress reports are issued to parents/carers Which types of schools are required to teach the curriculum National curriculum and qualifications Subjects included in the curriculum and at each key stage |
| 5.2 Differentiate between curriculum and non-curriculum sport and physical activities | To differentiate between curriculum and non-curriculum sport and physical activities |
| 5.3 Describe ways the curriculum may influence school sports and physical activities within their school environment | <p>Describe the impact of the National Curriculum, in relation to the following key stages:</p> <ul style="list-style-type: none"> Key Stage 1 Key Stage 2 Key Stage 3 Key Stage 4 <p>For:</p> <ul style="list-style-type: none"> the development stages of their population development and delivery of activities out of curriculum time. <p>Learners should describe how the curriculum can influence the school sports and physical activities to their chosen age group and sport discipline.</p> |
| 5.4 Explain how to embed activity within their school environment | To explain how to embed activity within their school environment |
| 5.5 Compare the benefits and challenges for delivering activities in an indoor space | To compare the benefits and challenges for delivering activities in an indoor space |
| 5.6 Compare the benefits and challenges for delivering activities in an outdoor space | To compare the benefits and challenges for delivering activities in an outdoor space |

| | |
|---------------------------|---|
| Unit Title | Linking planning with teaching and assessment |
| Unit Aim | This unit assesses the learners knowledge and skills to design personalised learning programmes for children and young people. The unit explores the different methods of assessment and how to present learner progress to stakeholders. |
| Unique Unit Number | J/650/4529 |
| Unit Assessment Method(s) | Coursework |
| Assessment Specification | The learner evidence must relate to their chosen age population. |

Learning Outcome: 1. Know the purpose of different methods of assessment

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 1.1 Differentiate between summative and formative assessment | Learners are required to differentiate between formative and summative assessment |
| 1.2 Distinguish between different methods of assessments | <p>Different methods of assessment include:</p> <ul style="list-style-type: none"> • aural examination • coursework • e-assessment • multiple choice examination • oral examination • portfolio of evidence • practical demonstration / assignment • practical examination • task-based controlled assessment • written examination • observation • professional discussion • interview • presentation and questioning • project |
| 1.3 Explain the benefits and challenges for assessing participants | To explain the benefits and challenges for assessing participants |
| 1.4 Provide examples of when to use different methods of assessment in practice | To provide examples of when to use different methods of assessment in practice |

Learning Outcome: 2. Understand how learning designs can support the learning of children and young people

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 2.1 Describe key information included in a learning design framework | To describe key information included in a learning design framework |
| 2.2 Explain ways cross-curricula learning approaches can be used within learning design to support learner achievement | To explain ways cross-curricula learning approaches can be used within learning design to support learner achievement |
| 2.3 Provide examples of cross-curricular activity using the curriculum of PE and another subject | Using the current PE curriculum, learners should identify knowledge trends and cross reference these to the curriculum of one of more subject(s) to present examples of using cross curricular activity in PE learning design. |

Learning Outcome: 3. Know how to monitor physical development

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 3.1 Provide reasons for monitoring the physical development of their population | To provide reasons for monitoring the physical development of their population |
| 3.2 Establish methods to monitor physical development | To establish methods to monitor physical development |

Learning Outcome: 4. Be able to work with others to support the learning of children and young people

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 4.1 Report participants progress to different stakeholders | <p>Stakeholders include:</p> <ul style="list-style-type: none"> • parents/carers • Senior Leadership Teams • Support school staff: i.e. other teachers, teaching assistants, welfare officer etc • Child or young person <p>Reporting should include the participants:</p> <ul style="list-style-type: none"> • strengths • areas of improvement • comparison to other learners in terms of stage of development • development/action plan to support development • personalised learning goals • review of behaviour strategies |
| 4.2 Discuss goals with individuals within their population | <ul style="list-style-type: none"> • Use clear and appropriate language • Provide examples • Give constructive feedback • Explain to the learner their strengths and areas for improvement • identify the learners personalised learning goals • listen to learners responses • provide encouragement |
| 4.3 Present participants with ways to review their learning | <p>Support participants to:</p> <ul style="list-style-type: none"> • encourage them to communicate their learning needs • peer assessment to evaluate their learning • reflect on their learning • identify their progress • identify their emerging learning needs • identify their strength and weaknesses of their learning strategies and plan how to improve them • suggest ways to assist their learning • encourage participants to take responsibility for their own learning and development |

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|---------------------------|--|
| Unit Title | Plan a series of progressive physical activity sessions |
| Unit Aim | The aim of this unit is to equip learners with the knowledge and skills to understand the planning process of physical activities within an educational environment and to plan safe and inclusive lesson for children and young people in accordance with legislative guidance. |
| Unique Unit Number | M/650/4530 |
| Unit Assessment Method(s) | Coursework |
| Assessment Specification | The learner evidence must relate to their chosen population. The learner must plan a minimum of 6 sessions. 4 of which must be progressive sessions within a chosen sporting discipline. A further 2 sessions must be planned in different disciplines. |

Learning Outcome: 1. Understand the purpose of planning sport and physical activity programmes for children and young people

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 1.1 Record reasons for planning physical programmes for children and young people | <ul style="list-style-type: none"> • Prevention rather than cure • thinking before rather than reacting to • promoting retention and continued participation • identifying and overcoming individual's barriers to participation • alignment of objectives, outcomes • future projections of cost, workforce, equipment required |
| 1.2 Clarify why sports programmes and session plans may require authorisation from superiors | <p>Know who:</p> <ul style="list-style-type: none"> • Who to ask to authorise/sign off session plans • their preferred method of communication • hours of work <p>Plans may require authorisation from superiors due to:</p> <ul style="list-style-type: none"> • where the responsibility lies • appropriateness/suitability of tasks planned • prior knowledge and experience • meet the aims of the session/overall • programme and the needs and potential of individual learners • the plans have realistic outcomes, objectives, sequences and timings • coherent with national curriculum requirements • alignment with their Teacher objectives for their participants |

Learning Outcome: 2. Know the relationship between a programme, session and activity

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 2.1 Explain the relationship between a sports programme, session and activity | Describe what a sports programme, session and physical activity is and how they interlink. |
| 2.2 Differentiate between the information required to support the planning of a sports programme, session and activity | The information included in a programme, session plan and activity must be included and clearly attributed to the relevant component |

Learning Outcome: 3. Understand the elements of designing sport and physical activities for their population

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 3.1 Explain key elements to include when designing physical activities | To explain key elements to include when designing physical activities |
| 3.2 Provide reasons to include goals within the design of sport and physical activity sessions for your population | To provide reasons to include goals within the design of sport and physical activity sessions for your population |
| 3.3 Classify physical activities for their population | Learners must classify physical activities applicable for their population. For example. Learners with the population of 0-5 years old would identify activities for the following populations: 1. Babies 0-18 months 2. Toddlers 18 months to 3 years 3. Preschool – 3-5 years |

Learning Outcome: 4. Be able to collate information to support the planning of physical education and school sport activities

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 4.1 Collate information to support the planning of physical education and school sport activities | <p>Participant information:</p> <ul style="list-style-type: none"> • class • pupils • age • number • goals, motivations and aspirations • gender • SEN/disability • prior knowledge and experience • ability • demographics <p>Equipment Information</p> <ul style="list-style-type: none"> • equipment available • number of equipment • condition of equipment • booking required <p>Facilities Information:</p> <ul style="list-style-type: none"> • facilities, i.e. disabled access, car parking, floodlights, toilets, showers, etc. • staffing – available during the session? • First Aid facilities? • Cost/payment plans/discounts • Open/close times <p>Supporting Staff information:</p> <ul style="list-style-type: none"> • other adult helpers • other coaching staff present during the session • First Aiders present? • Volunteers above/below 18 years of age • School staff available <p>Information could be obtained from:</p> <ul style="list-style-type: none"> • Teachers/Senior Leadership Teams • Contacting venues directly by email or telephone • Peers/helpers/volunteers • Websites, social media • Government guidance |
| 4.2 Analyse information to support the planning of sessions | To analyse information to support the planning of sessions |
| 4.3 Apply data analysis within the planning of their sessions | To apply data analysis within the planning of their sessions |

Learning Outcome: 5. Be able to produce a progressive physical education and school sport programme for their population

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 5.1 Produce a physical education and school sport programme for their population | <p>The physical education and sport programme should:</p> <ul style="list-style-type: none"> • The programme should cover the academic year • are designed to meet the needs of each participant • consider the context of the school when designing the programme, i.e. facilities, equipment, resources, etc. • align with international and national goals, i.e. UNESCO, Chief Medical Officer, NSPCC, CPSU • consider the development stages of the participant • align with school policies and procedures • health and safety guidelines • safeguarding guidelines • aligning to the schools teaching plans, schemes of work and targets • Relevant curriculum • Extra-curricular physical activity • Pupil development stage • Key Stage • Pupil progress, ability and attainment • Goals linked to other areas of the national curriculum |
| 5.2 Review the physical activity programme with stakeholders | <p>Review the programme with:</p> <ul style="list-style-type: none"> • teachers, pupils, peers • make any adaptations/changes • teaching assistants, • Parents • Board of Governors • Members of the community i.e. other PE teachers from other schools |
| 5.3 Implement any adaptations to their programme | <p>Following the review by stakeholders, learners are required to justify any adaptations they have implemented to their programme.</p> |

Learning Outcome: 6. Be able to produce progressive physical education and school sport sessions for their population

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 6.1 Produce physical education and school sport session for their population | <p>To produce physical education and school sport session for their population</p> |

Learning Outcome: 7. Be able to produce physical education and school sport activities for their population

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 7.1 Produce physical education and school sport activities for their population | <p>Learners must produce a plan for a physical education and school sport activities for their selected population within an educational setting in accordance with:</p> <ul style="list-style-type: none"> organisational guidelines, i.e. UNCRC, CPSU, NSPCC school policies and procedures school requirements for extra-curricular activities embedding the curriculum / Key stage promoting and embedding the school ethos, culture and values goals linked to other areas of the National Curriculum help pupils achieve goals as outlined in the curriculum. embedding the development domains for children and young people: physical, emotional, cognitive, social according to health and safety requirements: School policies and procedures, Health and safety legislation, risk assessment, hazard management, the safe practice triangle – context, organisation, people, equipment and personal protective equipment required, RIDDOR ensuring coaching team or assistants are appropriately deployed e.g. DBS Safeguarding guidance: Duty of care |
| 7.2 Justify their choice of physical activities | To justify their choice of physical activities |

Learning Outcome: 8. Be able to consider environmental factors when planning physical activities

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 8.1 Consider environmental factors when planning physical activities | <p>Considerations to include:</p> <ul style="list-style-type: none"> the weather facilities resources equipment large class sizes |
| 8.2 Produce contingency plans for environmental factors which could impede their planned activities | <p>Explain reasons to produce contingency plans. Contingencies scenarios can include:</p> <ul style="list-style-type: none"> not an even number of participants for paired activities participants are arriving late to the session activities changed due to adverse weather conditions equipment is unsafe to use |

Learning Outcome: 9. Be able to produce a schedule to review their programme

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 9.1 Develop a schedule to review their programme | <p>The purpose of a review:</p> <ul style="list-style-type: none"> • identify the programmes strengths and weaknesses • make any changes for future programmes • understand participants experiences • identify any equipment, facilities and resources that are required, need replacing <p>Considerations include:</p> <ul style="list-style-type: none"> • timings of review – monthly, after each session, quarterly, yearly • what will be asked to be reviewed? • Stakeholders involved internal staff. i.e. other teachers, teaching assistants, Senior Leadership Teams, Head of Departments: • external stakeholders: External coaches, businesses, parents • Pupils • methods to review the programme: the reliability, • validity of the method, Expense, i.e. any cost involved, Format, i.e. online, paper-based, meetings, • Accessibility, printed version available? |
| 9.2 Coordinate others to review their coaching performance | Collect feedback from parents, teachers, care givers and children as appropriate |

| | |
|---------------------------|---|
| Unit Title | Deliver a series of progressive physical activity sessions |
| Unit Aim | This aim of this unit is for learners to deliver a series of safe, inclusive and progressive physical activity sessions, developing the knowledge and skills to maintain relationships with participants and other key stakeholders, using assessment information to modify planning to meet the needs of participants and to support their progress against the relevant curriculum. |
| Unique Unit Number | R/650/4531 |
| Unit Assessment Method(s) | Practical Demonstration/Assignment |
| Assessment Specification | The learner evidence must relate to their chosen population. The learner must deliver a minimum of 6 sessions of length appropriate to the chosen population. 4 sessions must be progressive and within a chosen sporting discipline. A further 2 sessions must be delivered in different disciplines. A minimum of two of the above sessions must be assessed. |

| Learning Outcome: 1. Be able to work with others to deliver physical activity sessions to their population | |
|--|--|
| Assessment Criteria The learner can: | Indicative Delivery Content |
| 1.1 Supervise staff when delivering physical activity sessions for their population | <p>Supervising staff includes:</p> <ul style="list-style-type: none"> What staff members are required and when during the delivery of the programme Sharing their roles and responsibilities Safeguarding and duty of care during delivery Health and safety aspects of delivery Explaining activities Giving instructions to support the delivery of the session <p>Explaining the session plan and their role in delivering the session</p> <ul style="list-style-type: none"> Delegating tasks |
| 1.2 Respond to other stakeholders' guidance on the progress of participants | Provide feedback to other relevant stakeholders discussing the progress of the participants in relation to their guidance |

Learning Outcome: 2. Be able to deliver a series of progressive physical activity sessions to their population

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 2.1 Demonstrate delivery of a series of progressive physical activity sessions | <p>Demonstrate delivery in accordance with applicable:</p> <ul style="list-style-type: none"> • sector guidance • school policies and procedures • the relevant curriculum, for example: • Implement activities supporting the development domains • deliver activities that meets the strength, muscular and skeletal development needs of • children • provide a safe environment for participants • Conduct safe activities with limited facilities and • resources • Develop a positive learning environment and culture • Engage with fairly and consistently with participants • Perform professionalism and good practice when working with children and young people • Implement methods to check pupils' understanding • Demonstrate how to support a range of abilities to enable pupils to learn and participate effectively |

Learning Outcome: 3. Be able to monitor the progress of participant within their population during delivery

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 3.1 Engage with individuals within their population to recognise their achievements | <ul style="list-style-type: none"> • Empower pupils to evaluate and recognise their achievements • self-assessment • peer assessment • Coach assessment • understand the principles of analysing participants' performance • observe participants', analyse performance and provide constructive feedback • communicate effectively with participants and show listening skills • support participant(s) in taking responsibility for their own learning |
| 3.2 Provide continual feedback to individuals within their population during delivery | <ul style="list-style-type: none"> • Feedback with an emphasis on how to improve • Signpost to clubs or other specialists to promote continued participation and development • Benefits of community sport in relation to school sport (differences) • Team selection |
| 3.3 Record participant progress during a session | <ul style="list-style-type: none"> • Who did what activity well? • Identify participant improvements since the previous session(s) • Who didn't engage with activities and why? |
| 3.4 Analyse progress data for participants within their population | <ul style="list-style-type: none"> • Pupil progress data upon each session being delivered against session goals and objectives • Developmental milestones |

Learning Outcome: 4. Be able to adapt sessions to support the needs of individuals within their population

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 4.1 Explain ways activities can be adapted to support the needs of their population | <p>Adaptions of activities to include children and young people's:</p> <ul style="list-style-type: none"> • needs • motivations • context • developmental needs • changes to legislation, i.e. curriculum change, • modified assessment method etc. • participants progress is on track • adaptions should be informed by data, i.e. outcomes of pupil progress <p>Activities can be adapted by:</p> <ul style="list-style-type: none"> • Length of activity (longer/shorter) • Ways of communication (sign language, printed sheets of instruction) • Equipment used, soft ball rather than hard ball • Making distances shorter • Targets bigger • Complexity of activity simplified 1-2-1 activity, rather than a group activity |
| 4.2 Implement adaptions to their programme | Activities implemented can be within sessions and across the programme |
| 4.3 Justify adaptions to stakeholders | Justification should consider all stakeholders and may be included in different formats to reflect this |
| 4.4 Monitor their adaptions | The impact of the adaptions on the relevant stakeholders and any further adjustments can be referenced |

| | |
|---------------------------|--|
| Unit Title | Evaluate a series of progressive physical activity sessions |
| Unit Aim | The aim of this unit is for learners to be able to use monitoring and review information about the participants progress against the session goals and relevant curriculum to evaluate their own teaching practices and the contribution of other stakeholders. |
| Unique Unit Number | T/650/4532 |
| Unit Assessment Method(s) | Coursework |
| Assessment Specification | The learner evidence must relate to their chosen population. The learner must evaluate a minimum of 6 sessions delivered to the chosen population. 4 sessions must be progressive and within a chosen sporting discipline. A further 2 sessions must be within in different disciplines. |

| Learning Outcome: 1. Be able to evaluate the progress of individuals within their population | |
|--|--|
| Assessment Criteria The learner can: | Indicative Delivery Content |
| 1.1 Collate information to evaluate the progress of individuals within their population | <p>Collate information such as the following:</p> <ul style="list-style-type: none"> • assessment results • attendance records • participation in class • behaviour in class • mock examinations • action plans objectives • development progress <p>Collect feedback from parents, teachers, care givers and children as appropriate</p> |
| 1.2 Evaluate a participants progress | <p>Identify</p> <ul style="list-style-type: none"> • trends • areas for improvement • compare to other participants • suggest different learning strategies <p>identify personalised learning goals for each learner</p> |

Learning Outcome: 2. Be able to evaluate a series of progressive physical activity sessions for their population

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 2.1 Conduct an evaluation on their series of progressive physical activity sessions for their population | <p>Evaluation to include:</p> <ul style="list-style-type: none"> • activities aligned with the relevant curriculum / Key stage • behaviour strategies • activities developing children across the domains i.e. physical, social, emotional cognitive • alignment to curriculum key stage |

Learning Outcome: 3. Be able to review their performance within the development and delivery of their programme

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 3.1 Review their performance within the development and delivery of the sports programme | <p>Strengths - what went well, what skills did they use effectively</p> <p>Weaknesses - what needs improving, what skills need developing, what would they do differently if they planned the programme again,</p> |
| 3.2 Produce a Personal Development Plan | <p>Identify development activities and areas of Continual Professional Development, i.e. first aid and safeguarding training with timeframes to help support development and delivery of coaching programmes for the future</p> |

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):

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):

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

It is expected that learners complete this qualification holistically. The assessment strategy to support this qualification allows for tasks to cover a range of content and sections of units within an activity. These tasks will be contextualised by the centre to suit the learner, the chosen population and the placement demographics and needs. Centres may, if they wish to, create their own assessment tasks for learners to complete this qualification.

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

This qualification is regulated by Ofqual 610/1625/1

This product is mapped against the Safeguarding and Protecting Children (Technical) Professional Standards as a CIMSPA Professional Standards Endorsed Qualification

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