

1st4sport Level 2 Certificate in Supporting Learning in 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 2 Certificate in Supporting Learning in Physical Education and School Sport
Qualification Overview:	Develops the knowledge and skills needed to support the delivery of PE and sport activities in a school sport environment under the direct supervision of a more qualified individual.
Qualification Code:	L2CPESSR
Qualification Regulation Number:	603/2131/3
Guided Learning Hours (GLH):	80
Total Qualification Time (TQT):	180
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/09/2017
Qualification Review Date:	31/12/2023
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to support delivery of PE and sport activities in a school sport environment under the direct supervision of a more qualified individual.
Qualification Purpose:	Prepare for employment in a specific occupational area.

Who is this qualification for?

The qualification is designed to prepare learners for employment in paid or voluntary roles that will enable them to support the delivery of physical education and sport activities in a school sport environment, under the supervision of a more qualified individual, such as a Level 3 Physical Education and School Sport leader or a qualified teacher.

Qualification Progression

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

- 1st4sport Level 3 Certificate in Supporting the Delivery of Physical Education and School Sport
- 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 2 Award in Multi-Skills Development in Sport

This qualification may lead to paid or voluntary roles as a Physical Education and School Sport support delivery, a coach, a children's activity professional or a sports leader in schools, under the guidance and supervision of a qualified teacher, normally as part of a schools overarching curriculum.

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 9 of 9 mandatory units),
- Practical Demonstration/Assignment (in 8 of 9 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
K/616/0399	Understanding Key Legislation Related to Physical Education and School Sport	10
R/616/0400	Principles of Teaching Physical Education and School Sport	9
Y/616/0401	Principles of Safe Practice in Physical Education and School Sport	10
D/616/0402	Principles of Child Development Through Movement	9
H/616/0403	Promoting Lifelong Health and Well-being	6
K/616/0404	Principles of Inclusion in Physical Education and School Sport Activities	9
M/616/0405	Prepare for Physical Education and School Sport Activities	9
A/616/0407	Lead Physical Education and School Sport Activities	10
F/616/0408	Conclude and Review Physical Education and School Sport Activities	8

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Understanding Key Legislation Related to Physical Education and School Sport
Unit Aim	The aim of this unit is to develop learners understanding of government policy, its background, development and impact related to physical education and school sport.
Unique Unit Number	K/616/0399
Unit Assessment Method(s)	Coursework
Assessment Specification	The learner is required to complete a series of tasks contained within the learner portfolio.

Learning Outcome: 1. understand government policy on PESS		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 describe the component work strands of past and present government strategies for PESS	<ul style="list-style-type: none"> the DCMS (2015) Sporting Future Strategy Sport England (2016) 'Towards an Active Nation' Strategy the School Games Programme the PE and School Sport Premium the impact of wider education regulations: <ul style="list-style-type: none"> o Ofsted 	
1.2 compare PESS government strategies	<ul style="list-style-type: none"> the strategies above 	
1.3 describe the impact PESS government strategies have had on pupils at a: <ul style="list-style-type: none"> national level local level 	increased participation <ul style="list-style-type: none"> physical activity and sport and as a result improved health and social outcomes demographics regional differences 	

Learning Outcome: 2. understand the national curriculum for physical education

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 illustrate the major developments in the physical education curriculum	<ul style="list-style-type: none"> 1988 Education Reform Act that brought about the National Curriculum the Education (National Curriculum) Order 1995 the Education (National Curriculum) Order 1999 the Education (National Curriculum) Order 2007 the Education Order 2013 and revised 2014 	
2.2 describe the importance of physical education within the national curriculum	<ul style="list-style-type: none"> the purpose statement in the NCPE programme of study the NCPE 4 aims (competence, competition, physical activity, healthy active lives) National Curriculum Standards learning in other subjects 	
2.3 explain the differences between the national curriculum for primary and secondary physical education in relation to their processes and content.	<ul style="list-style-type: none"> standards expected at primary Key Stage 1 & 2 standards expected at secondary Key Stage 3 & 4 the contexts and content (statutory and non-statutory) 	

Unit Title	Principles of Teaching Physical Education and School Sport
Unit Aim	The aim of this unit is for learners to understand the importance of teaching physical education and coaching school sport, how to do so, and the various roles involved.
Unique Unit Number	R/616/0400
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment
Assessment Specification	The learner is required to complete a series of tasks contained within the learner portfolio.

Learning Outcome: 1. understand the roles and responsibilities of a PE teacher and a coach

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 define the role of a teacher and the role of a coach	<ul style="list-style-type: none"> • what is sport? • what is physical education? • what is teaching physical education? • what is coaching sport? • what is the role of a teacher? • what is the role of a coach in a school context? • how school sport operates in relation to: <ul style="list-style-type: none"> o club sport o community sport o club-school links 	
1.2 illustrate the responsibilities of a teacher and those of a coach	<ul style="list-style-type: none"> • the difference between a role and a responsibility • the responsibilities in the role of a teacher? • the responsibilities in the role of a coach in a school context? <ul style="list-style-type: none"> o professional conduct o personal presentation o be accessible and approachable o create positive learning environment o develop positive relationships o develop the skills of others o managing the expectations of stakeholders <ul style="list-style-type: none"> • understanding their own organisation in relation to: o organisational structure and roles and responsibilities of others o the deployment and use of assistant coaches o the service offer and service level agreements <ul style="list-style-type: none"> • understanding the ethos, culture, values of the school they are deployed in: 	

Learning Outcome: 2. understand the teaching and coaching process

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 describe the different stages of the teaching and coaching process	<ul style="list-style-type: none"> • induction • teaching – plan-perform-evaluate • coaching – plan-do-review • how the process happens repeatedly in a performance • how a teacher / coach can more formally focus on the process: <ul style="list-style-type: none"> o planning/preparation; o delivery (presentation/application); and o review/evaluation <ul style="list-style-type: none"> • building rapport 	
2.2 illustrate how to implement the teaching and coaching process	<ul style="list-style-type: none"> • the cyclical (improving) nature of the process (plan-perform-evaluate and improve) <ul style="list-style-type: none"> o questioning learners to think about (plan) what they are going to do o tasking learners to practice the ‘performing / doing’ o tasking learners to formally evaluate / review their performance 	

Learning Outcome: 3. understand the importance of self-reflection

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 describe the importance of self-reflection	<ul style="list-style-type: none"> the importance of self-reflection methods of self-reflection – in action, on action, critical self-reflection how self-reflection contributes to the whole evaluation process and feeds into the improvement in the teaching and coaching process own motivation for coaching 	
3.2 describe the types of information that might be used to measure the quality of the teaching and learning experience and pupils' progress	<ul style="list-style-type: none"> improved outcomes for children linked to cognitive, affective and psychomotor domains (Head-heart-hands) – what children do, say and how they act / behave reference to national curriculum outcomes that form the standards expected 	
3.3 describe how to evaluate teaching and coaching	<ul style="list-style-type: none"> pupil start points pupil progress pupil attainment (related to standards) pupil achievement against targets pupil engagement, commitment, motivation 	
3.4 identify methods for personal action planning	<ul style="list-style-type: none"> developing questions to challenge personal thinking identifying gaps in subject knowledge – what to teach, how to communicate and how to promote positive learning behaviours – in order to plan personal actions 	

Learning Outcome: 4. understand the key features of communication

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
4.1 outline the process of identifying learners' preferred learning styles	<ul style="list-style-type: none"> Honey and Mumford learning styles questionnaire <ul style="list-style-type: none"> o activist o theorist o pragmatist o reflector <ul style="list-style-type: none"> • how it built on the work of Kolb – thinking styles questionnaire o concrete sequential o concrete random o abstract random o abstract sequential 	
4.2 define the main methods of communication	<ul style="list-style-type: none"> Verbal Written Body language Learning Channels 	
4.3 describe teaching and learning strategies	<ul style="list-style-type: none"> Mosston and Ashworth teaching and learning strategies <ul style="list-style-type: none"> o teaching-learning continuum o progressive strategies o the gateway to learning o how the most common strategies used equates to a person's teaching style 	
4.4 distinguish how the teacher/coach can support learners in taking responsibility for their own learning	<ul style="list-style-type: none"> questionnaire results and how this information might be applied the Mosston and Ashworth continuum questioning as a key to gateway learning roles and responsibilities such as in reciprocal learning 	

Unit Title	Principles of Safe Practice in Physical Education and School Sport
Unit Aim	The aim of this unit is for learners to understand and establish safe practice requirements, and respond to safety situations in physical education and school sport in order to maintain a safe teaching and learning environment.
Unique Unit Number	Y/616/0401
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	The learner is required to complete a series of tasks contained within the learner portfolio.

Learning Outcome: 1. understand the requirements and processes to establish a safe environment in PESS

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 describe the legal principles and key legislation relating to safe practice in PESS	<ul style="list-style-type: none"> The Health and Safety at Work Act 1974 Occupiers' Liability Acts 1957 and 1984 Education Act (2002) The Protection of Children Act 1999 (and the Police Act 1997); Children Act 2004 and The Safeguarding Vulnerable Groups Act (2006) (including safeguarding updates - most recent 2015) Special Educational Needs (SEN) and Disability Act (2001) and Disability Discrimination Act (2005) Equality Act (2010) "Common Sense, Common Safety" 2010 The Protection of Freedoms Act 2012 which established the DBS (Disclosure and Barring Service) 	
1.2 illustrate how to follow the risk assessment process	<ul style="list-style-type: none"> the safe practice triangle <ul style="list-style-type: none"> o context o organisation o people risk assessment and how it might inform hazard management 	

Learning Outcome: 2. understand how to maintain a safe teaching and learning environment

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 describe the features of a typical safety check before conducting PESS activities	<ul style="list-style-type: none"> • context • organisation • people 	
2.2 outline the main rules/regulations of the sport/activity appropriate to the level of learner	<ul style="list-style-type: none"> • stage related rules/regulations relevant to the activity • conditions a teacher might enforce to ensure safety related to stage of development • safe learning challenges taking into account tension between development stage and ability 	
2.3 describe the support teacher's/coach's duty of care responsibilities for learners	<ul style="list-style-type: none"> • duty of care • in loco parentis • appropriate behaviour • good practice • minimum industry standard • acceptable level of expertise • managing risks • communication with stakeholders 	
2.4 explain the purpose of codes of conduct/behaviour and how they impact on teaching and coaching	<ul style="list-style-type: none"> • purpose of a code of conduct • impact on teaching and learning • importance of common sense • the importance of modelling conduct • examples of poor practice/ inappropriate behaviour and their consequences 	
2.5 outline the support teacher's/coach's responsibilities for ensuring the teaching and coaching environment is maintained in a fit state for future use	<ul style="list-style-type: none"> • context <ul style="list-style-type: none"> o clean, non-slip floor o playing fields free from obstruction o disabled access clear o appropriate equipment for the activity <ul style="list-style-type: none"> • organisation o carried, moved, placed safely/appropriately <ul style="list-style-type: none"> • sources of information on: o health and safety o safeguarding 	

Learning Outcome: 3. understand how to respond to safety situations arising in PESS.

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 describe the situations in which injury may arise (in a particular activity) and how these may be avoided	<ul style="list-style-type: none"> • prevention rather than cure approach • the main causes of injuries • reference to context, organisation, people 	
3.2 illustrate the procedures for dealing with injury, incidents and emergency situations.	<ul style="list-style-type: none"> • incidents: violence, bullying • injuries: typical injuries such as a cut, abrasion, pull, tear, sprain, bruise, burn, frostbite • illnesses: upset stomach, headache, fever, lethargy, anorexia, lethargy, depression • accidents: red, amber and green emergency accident procedures • identifying signs of potential abuse • safeguarding disclosures • confidentiality and sharing information 	

Unit Title	Principles of Child Development Through Movement
Unit Aim	The aim of this unit is for learners to understand the progressive stages of child development and characteristics of motor impairment in order to plan and intervene appropriately.
Unique Unit Number	D/616/0402
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment
Assessment Specification	The learner is required to complete a series of tasks contained within the learner portfolio.

Learning Outcome: 1. understand the progressive stages of child development and how it relates to learners' movement needs

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 identify the progressive stages of child development	<ul style="list-style-type: none"> physical, social, emotional and cognitive development in: <ul style="list-style-type: none"> o infancy from birth to 1 year o early years from 1 to 3 years o childhood from 4 to 7 years o puberty from 8-12 years o adolescence from 13-16 years 	
1.2 describe fundamental characteristics of movement specific to Key Stages 1-4	<ul style="list-style-type: none"> National Curriculum Key Stages a mapping exercise aligning the Key Stage age range and the progressive stages of childhood development characteristics of movement at each progressive stage 	
1.3 describe a range of appropriate activities to be able to develop movement through Key Stages 1-4	<ul style="list-style-type: none"> knowledge of fundamental characteristics of movement and how this can be applied to specific named activities a range of activities should be covered, but specific reference should be made to dance, games, outdoor & adventurous activities and swimming 	
1.4 demonstrate how to analyse the appropriateness of movement activities for a range of learners	<ul style="list-style-type: none"> analysis of movement - observing what children are doing, compared to what they are expected to be doing related to their progressive stage of development observation of children in a lesson either in school or on video 	

Learning Outcome: 2. understand the key characteristics of motor impairment

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 distinguish the different motor impairment categories	<ul style="list-style-type: none"> definition of motor impairment tips / general courtesy when working with children with motor impairment general motor impairment categories to include: <ul style="list-style-type: none"> o upper limbs o lower limbs o orthopaedic o cerebral palsy 	
2.2 describe a range of learners' motor impairments	<ul style="list-style-type: none"> examples of motor impairment conditions related to the four categories covered: <ul style="list-style-type: none"> o upper limbs o lower limbs o orthopaedic o cerebral palsy 	
2.3 develop appropriate movement activities to meet the needs of a learner with a motor impairment.	<ul style="list-style-type: none"> purposeful activities that allow access to learning safe activities that help develop movement despite any impairment upper limbs lower limbs orthopaedic cerebral palsy 	

Unit Title	Promoting Lifelong Health and Well-being
Unit Aim	The aim of this unit is for learners to understand how to promote lifelong health and well-being in a physical education and school sport environment in the context of national policy.
Unique Unit Number	H/616/0403
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	The learner is required to complete a series of tasks contained within the learner portfolio.

Learning Outcome: 1. understand national policy relating to the promotion of lifelong health and well-being		
Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 describe the key features of legal requirements, national policy and guidance relating to the promotion of lifelong health and well-being for children and young people	<ul style="list-style-type: none"> Chief Medical Officer's physical activity guidelines 2011 early years guidelines Children and Young People guidelines adult guidelines 	
1.2 illustrate the impact that media reported events can have on national policy	Examples might include: <ul style="list-style-type: none"> Victoria Climbié Baby P Lyme Bay drownings school minibus M40 crash Land's End drownings sugar in food and the sugar tax physical activity levels and Sporting Future strategy 	

Learning Outcome: 2. understand the principles of behaviour management and how it affects the promotion of well-being

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 identify the principles of positive behaviour management to promote well-being	<ul style="list-style-type: none"> • fair play and respect • positive self talk, self-belief • positive self-image • self-confidence • sense of belonging • competitive nature 	
2.2 apply appropriate methods to promote positive behaviour	<ul style="list-style-type: none"> • cause and effect • appropriateness to the context and to the learner • what and how things are said 	
2.3 describe a variety of methods to deal with challenging behaviour	<ul style="list-style-type: none"> • anger management • role play • responsibility • teaching values including fairness and respect, courage and determination • sporting etiquette 	
2.4 demonstrate positive behaviour when supporting PESS activities	<ul style="list-style-type: none"> • tolerance • fairness • respect • sympathy / empathy • listening skills • positive feedback / praise • awareness of learner's needs • role model 	

Learning Outcome: 3. know how to promote lifelong health and well-being through PESS.

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 describe the key benefits of maintaining a healthy lifestyle	<ul style="list-style-type: none"> health: injury and illness prevention weight: obesity related illnesses wellness: feel good factor, quality of life fitness: stamina, strength, suppleness, speed 	
3.2 illustrate methods of how to promote lifelong health and well-being in schools.	<ul style="list-style-type: none"> develop (teach) healthy habits in lessons the link between being active in sports and physical activities and health, weight, wellness and fitness a variety of methods should be explored that achieve better health, weight maintenance (for the majority of children and young people), weight loss for obese children, a sense of wellness and increased fitness promoting good diet and nutrition recognising and responding signs of potential abuse responding to safeguarding disclosures 	

Unit Title	Principles of Inclusion in Physical Education and School Sport Activities
Unit Aim	The aim of this unit is for learners to understand how to include and meet a range of all learners' needs through suitable learning challenges and overcoming barriers to participation.
Unique Unit Number	K/616/0404
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment
Assessment Specification	The learner is required to complete a series of tasks contained within the learner portfolio.

Learning Outcome: 1. understand how to meet a range of learners' needs through inclusion

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 identify physical education needs common to pupils/learners	<ul style="list-style-type: none"> learning needs related to: <ul style="list-style-type: none"> o thinking – challenge, stimulation o social o emotional o physical 	
1.2 identify a range of diverse pupil/learner needs	<ul style="list-style-type: none"> gender race religion disability age Special Educational Needs (SEN) 	
1.3 apply the principles of inclusion to meet a range of learner's needs	<p>The principles of inclusion, definition, illustration:</p> <ul style="list-style-type: none"> setting suitable learning challenges responding to pupils' diverse learning needs overcoming potential barriers to learning and assessment for individuals and groups of pupils 	
1.4 illustrate how inclusion in PESS is one aspect of inclusion in society	<ul style="list-style-type: none"> reference to how PESS mirrors society e.g. gender, SEN, disability etc access and inclusion 	

Learning Outcome: 2. understand suitable learning challenges to be able to involve all learners

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 identify young people's stereotypical views in PESS	<ul style="list-style-type: none"> viewing the disability not the person disability and competition gender bias – sport and individuals race and performance religion and attitudes / beliefs age and access / participation in certain sports 	
2.2 illustrate how stereotypical views might be addressed when undertaking a supporting role	<ul style="list-style-type: none"> discussion / debate common expectations challenge limited thinking / comments reporting (severity) examples that challenge stereotypes 	
2.3 explain the difference between focusing on the ability as opposed to the disability of learners	<ul style="list-style-type: none"> growth mind-set high expectations focus on what children can do ability and disability 	
2.4 illustrate the concept of high expectations	<ul style="list-style-type: none"> National Curriculum expected standards mastery learning high expectations for all learners in different contexts positive / growth mind-set 	

Learning Outcome: 3. know the barriers to learning and participation for all learners

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 identify barriers to learning and participation	<ul style="list-style-type: none"> • practical <ul style="list-style-type: none"> o time o money o transport o safety o access to facilities <ul style="list-style-type: none"> • personal o clothing and equipment o parental and adult influence and their motivations o body image o self-confidence <ul style="list-style-type: none"> • social and cultural o attitudes and prejudices o male dominated o harassment and abuse <ul style="list-style-type: none"> • educational 	
3.2 illustrate the key barriers with specific reference to PESS	<ul style="list-style-type: none"> • examples of the barriers above in a PESS context 	
3.3 describe how to support a range of abilities to enable young people to learn and participate effectively.	<ul style="list-style-type: none"> • ideas for how to address barriers • a specific focus on competence and enjoyment which are essential to future participation 	

Unit Title	Prepare for Physical Education and School Sport Activities
Unit Aim	The aim of this unit is for learners to be able to plan appropriately for a continuous and coherent series of physical education and school sport activity sessions.
Unique Unit Number	M/616/0405
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment
Assessment Specification	The learner is required to complete a series of tasks contained within the learner portfolio.

Learning Outcome: 1. know how to prepare for activities, which contribute to physical education sessions/ programmes

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 describe the importance of careful and thorough planning and preparation for activities	<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 	
1.2 identify the requirements for health and safety that are relevant to the activities being planned	<ul style="list-style-type: none"> • risk assessment, hazard management • the safe practice triangle – context, organisation, people • equipment and personal protective equipment required • ensuring coaching team or assistants are appropriately deployed e.g. DBS 	
1.3 describe how the activities relate to the overall session	<ul style="list-style-type: none"> • teaching safely • teaching safety (learners become responsible) 	
1.4 describe how the session relates to the overall aims of the programme	<ul style="list-style-type: none"> • alignment to national curriculum standards and component outcomes • alignment of activities planned to allow learner's access to progress against the component outcomes and standards 	
1.5 state how to identify the needs, motivations and potential of the learners	<ul style="list-style-type: none"> • prior learning information from the school • observation of behaviours • promoting and embedding the school ethos, culture and values 	

Unit Title	Lead Physical Education and School Sport Activities
Unit Aim	The aim of this unit is for learners to competently and confidently lead a series of physical education and school sport activity sessions under supervision.
Unique Unit Number	A/616/0407
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment
Assessment Specification	The learner is required to complete a series of tasks contained within the learner portfolio.

Learning Outcome: 1. be able to prepare learners for activities, under supervision, which contribute to physical education sessions/ programmes

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 meet the learners on time	<ul style="list-style-type: none"> professional role and responsibilities 	
1.2 help the learners feel welcome and relaxed	<ul style="list-style-type: none"> communication first impressions induction to programme; overview of session 	
1.3 follow own organisation's procedures for checking attendance	<ul style="list-style-type: none"> school policy and why a register is taken 	
1.4 make sure the learners' clothing and equipment are safe and appropriate	<ul style="list-style-type: none"> kit and equipment checks 	
1.5 organise the learners in order to communicate with them	<ul style="list-style-type: none"> STEP COP 	
1.6 explain the outcomes and objectives of the activities and how they contribute to the overall physical education session	<ul style="list-style-type: none"> effective lesson starters 	
1.7 determine the learners' prior experience	start points for learning	
1.8 make sure the learners are prepared for the activities	<ul style="list-style-type: none"> prior information about specific kit for example warm ups 	

Learning Outcome: 2. be able to introduce the learners to activities, under supervision, which contribute to physical education sessions/ programmes

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 explain the key points and why they are important	<ul style="list-style-type: none"> • lesson focus / learner focus 	
2.2 support a positive learning environment whereby learners can ask questions	<ul style="list-style-type: none"> • teacher pupil relationships • promoting curiosity 	
2.3 respond to the learners' questions helpfully and clearly	<ul style="list-style-type: none"> • listening skills • learner's needs 	
2.4 check that the learners understand key points	<ul style="list-style-type: none"> • check questions for new learning / key safety points 	
2.5 motivate the learners	<ul style="list-style-type: none"> • Maslow's hierarchy of needs • engaging challenging tasks 	

Learning Outcome: 3. be able to lead activities, under supervision, which contribute to physical education sessions/ programmes.

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
3.1 support procedures to ensure the learners' behaviour maintains an appropriate learning environment	<ul style="list-style-type: none"> school behaviour policy (reward / sanctions) 	
3.2 follow planned procedures for health, safety and respect for the environment	<ul style="list-style-type: none"> school safety policy reporting issues or concerns to relevant stakeholders 	
3.3 develop the activities at a pace suited to the learners, meeting its outcomes and objectives	<ul style="list-style-type: none"> meeting learner's needs prior learning experience 	
3.4 assess learner progress and give timely and appropriate feedback	<ul style="list-style-type: none"> types of feedback 	
3.5 give the learners further explanations and demonstrations when necessary	<ul style="list-style-type: none"> the importance of thorough planning 	
3.6 encourage the learners to say how they are finding the activities, and respond appropriately	<ul style="list-style-type: none"> positive relationships monitoring learning 	
3.7 vary own activity plan to meet any new needs and opportunities	<ul style="list-style-type: none"> reflection in action 	
3.8 identify and control any new risks when they occur.	<ul style="list-style-type: none"> reflection in action safety management first prevention rather than cure 	

Unit Title	Conclude and Review Physical Education and School Sport Activities
Unit Aim	The aim of this unit is for learners to be able to competently and confidently conclude and review physical education and school sport activities.
Unique Unit Number	F/616/0408
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment
Assessment Specification	The learner is required to complete a series of tasks contained within the learner portfolio.

Learning Outcome: 1. be able to conclude activities, which contribute to physical education sessions/ programmes

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
1.1 manage own time to effectively finish the activity	<ul style="list-style-type: none"> time management reflection on action 	
1.2 conclude the activities, ensuring learners are appropriately prepared for the next activity/session	<ul style="list-style-type: none"> effective plenaries 	
1.3 encourage and support learners to be responsible for putting equipment away	<ul style="list-style-type: none"> teaching safety proper use of equipment 	
1.4 encourage the learners to take part in the activity in the future and signpost them to further opportunities	<ul style="list-style-type: none"> the aims of National Curriculum Physical Education (2014) referral to clubs referral to community sport activity referral to specialist support 	
1.5 make sure the learners leave the activity in a safe and orderly manner	<ul style="list-style-type: none"> teaching safety 	
1.6 follow own organisation's procedures for recording the activity and any incidents	<ul style="list-style-type: none"> Emergency Accident Procedures (EAP) school policy 	

Learning Outcome: 2. be able to review activities, which contribute to physical education sessions/ programmes

Assessment Criteria The learner can:	Mandatory Delivery Content The learner will develop an understanding of:	Evidence Requirements The learner is required to complete:
2.1 choose an appropriate time and place for the review	<ul style="list-style-type: none"> reflection on action 	
2.2 help each learner to take part in the review	<ul style="list-style-type: none"> methods of learner review <ul style="list-style-type: none"> o verbal o one-minute paper o survey / questionnaire 	
2.3 make sure the review takes account of the learners' experiences during the activity	<ul style="list-style-type: none"> the link between outcomes for learners and teacher action 	
2.4 help the learners to identify, and be positive about, what they have achieved	<ul style="list-style-type: none"> learner's needs team selection 	
2.5 explore with the learners how learning can be applied in the future	<ul style="list-style-type: none"> feedback / feedforward 	
2.6 summarise with the learners how well the activity achieved its outcomes/objectives and met their needs and expectations	<ul style="list-style-type: none"> review against outcomes progress against expectations review against learner's needs 	
2.7 discuss the outcomes of the review with the person responsible for the session/overall programme and agree future actions	<ul style="list-style-type: none"> critical self-reflection 	

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 apply in addition to any further qualification specific requirements stated below

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
- 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 apply in addition to any further qualification specific requirements stated below

Assessors are required to:

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

Or

- 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 apply in addition to any further qualification specific requirements stated below

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.

All training and/or assessment sites must include the following facilities:

- a classroom-type facility with chairs (not benches) sufficient in size to comfortably accommodate both the cohort and the workforce, with sufficient ventilation and lighting
- a practical space in which learners (as well as participants) can take part in activity sessions in safety
- toilets and changing room facilities for both male and female learners/participants.

The environment must be conducive to learning. The lighting and temperature appropriate to the participant and learner needs. The space surrounding the playing area must be safe and free of obstructions.

This qualification is regulated by Ofqual (603/2131/3) and QiW (C00/1304/5 - Designated).

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