



Qualification
Guidance

Level 3 Certificate in Supporting the Delivery of Physical Education and School Sport

Qualification
Accreditation Number:
601/1248/7
Version AIQ004879

Active iQ

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Level 3 Certificate in Supporting the Delivery of Physical Education and School Sport

Qualification Accreditation No: 601/1248/7

Course Code: Q3C-PE-13

Introduction

The Active IQ Certificate in Supporting the Delivery of Physical Education and School Sport is at level 3 on the Regulated Qualifications Framework.

Guided learning hours: 164	Total Qualification Time: 280	Credit: 28
Minimum credit to be achieved at or above the level of the qualification:		28
Requirements other than the award of credit that need to be met before the qualification is awarded:		None
Exemptions:		None

Entry Requirements

- There are no specific entry requirements
- There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at level 2

Qualification Outline

Target Learners:

- Learners aged 16+
- Those who already work, or aspire to work, in a physical education and school sport setting

Aim:

To provide learners with the knowledge and skills to be able to supporting the delivery of low risk activities that contribute to a physical education and school sport programme through curriculum-based and/ or extra-curricular activities.

Objectives:

To provide learners with the knowledge to understand:

- how to communicate with children, young people and adults
- schools as organisations
- child and young person development
- how to safeguard the wellbeing of children and young people

To provide learners with the knowledge and skills to be able to:

- support assessment for learning
- plan a physical education and school sport programme
- deliver a physical education and school sport programme
- review the delivery of a physical education and school sport programme

Progression:**Qualifications**

- Level 3 Diploma in Supporting the Delivery of Physical Education and School Sport
- Level 3 Award in Supporting Teaching and Learning in Schools
- Other teaching and assessing qualifications
- Level 3 NVQ Diploma in Sports Development
- A wide variety of coaching qualifications

Career/employment

Physical education and school sport professional e.g.

- Teaching assistant
- Sports development officer
- Sports coach
- Volunteer or leader

Criteria for Delivering the Qualification

All approved centres must:

- Provide learners with opportunities to demonstrate their knowledge, skills and competence, in a school sport/ real working environment, in a way that reflects current industry good practice
- Provide learners with access to appropriately qualified mentors (a qualified teacher and/ or coaches qualified as a Level 2 qualified coach (or above) in the appropriate sport) to supervise the learners' delivery of a school sport activity programme

Qualification Development Background

The Level 3 Certificate in Supporting the Delivery of Physical Education and School Sport has been developed in response to an identified industry need for learners to be qualified in a specific job role. It is aligned to SkillsActive's 2010 national occupational standards for Coaching and Activity Leadership as well as the Teaching and Development Agency's 2007 national occupational standards for supporting teaching and learning in schools and has been developed in close collaboration with a range of active leisure employers.

Industry Recognition

The Level 3 Certificate in Supporting the Delivery of Physical Education and School Sport has been developed on behalf of employers in partnership with COMPASS* (Community of Physical Activity and School Sport Providers) group members. There has been significant support from the sector for this fit for purpose qualification which has included vast and diverse consultation led by COMPASS as well as commercial organisations, voluntary partners, key sector stakeholders (SportsCoachUK, afPE), community providers and industry experts. The Association of Physical Education (afPE) is committed to providing services to physical education and school sport and has asked for more clarity, coherence and quality in the qualifications available to their existing and potential employees delivering physical activities in a school environment.

*COMPASS is an association for employers engaged in the delivery of sport and physical activity in the community

Learners achieving this qualification will have some advantage by confirming their competence in supporting the delivery of low risk activities (as outlined in Appendix A) that contribute to a physical education and school sport programme through curriculum-based and/ or extra-curricular activities.

SkillsActive have also worked with Compass to design new generic role descriptors for usage across their membership and wider footprint which are supported by the major employers within the sector (see Appendix B and C).

Links to National Occupational Standards

There are links to National Occupational Standards in:

- Activity Leadership
- Coaching
- Sports Development
- Supporting Teaching and Learning in Schools
- Learning and Development

Occupational Competence Statements for Tutoring, Assessing and Verifying

This section outlines the requirements for tutoring, assessing and verifying Active IQ qualifications.

Tutors, Assessors and Internal Verifiers

Required Criteria

All Tutors, Assessors and Verifiers must:

- be occupationally competent in the area of physical education and school sport
- have up-to-date knowledge and understanding of school sport policy

Tutors

Tutors must hold, or be working towards a teaching qualification.

The following are acceptable:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 3 Award in Education and Training
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
- Certificate in Education

Assessor

Assessors must hold or be working towards any of the following:

- Level 3 Award in Assessing Competence in the Work Environment or
- Level 3 Certificate in Assessing Vocational Achievement, or
- A1 (previously D32, D33)

Internal Verifier

Internal verifiers must hold or be working towards any of the following:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or
- V1 (previously D34)

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

Qualification Structure and Unit Content

Learners must complete all eight mandatory units (28 credits)

Unit	Accreditation Number	Level	Credit	
1	Communication and professional relationships with children, young people and adults	F/601/3327	3	2
2	Schools as organisations	A/601/3326	3	3
3	Understand child and young person development	L/601/1693	3	4
4	Understand how to safeguard the wellbeing of children and young people	Y/601/1695	3	3
5	Support assessment for learning	A/601/4072	3	4
6	Plan a physical education and school sport programme	J/505/1759	3	5
7	Deliver a physical education and school sport programme	F/505/1761	3	4
8	Review the delivery of a physical education and school sport programme	J/505/1762	3	3

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the principles of developing positive relationships with children, young people and adults	1.1 Explain why effective communication is important in developing positive relationships with children, young people and adults 1.2 Explain the principles of relationship building with children, young people and adults 1.3 Explain how different social, professional and cultural contexts may affect relationships and the way people communicate
2. Understand how to communicate with children, young people and adults	2.1 Explain the skills needed to communicate with children and young people 2.2 Explain how to adapt communication with children and young people for: <ul style="list-style-type: none"> • the age of the child or young person • the context of the communication • communication differences 2.3 Explain the main differences between communicating with adults and communicating with children and young people 2.4 Explain how to adapt communication to meet different communication needs of adults 2.5 Explain how to manage disagreements with children, young people and adults
3. Understand legislation, policies and procedures for confidentiality and sharing information, including data protection	3.1 Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information 3.2 Explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this 3.3 Justify the kinds of situation when confidentiality protocols must be breached
Assessment	Assignment Worksheet Case Study

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Know the structure of education from early years to post-compulsory education	1.1 Explain the characteristics of the different types of schools in relation to educational stage(s) and school governance 1.2 Summarise entitlement and provision for early years education 1.3 Explain the post 16 options for young people and adults
2. Understand how schools are organised in terms of roles and responsibilities	2.1 Explain the strategic purpose of: <ul style="list-style-type: none"> • School governors • Senior management team • Other statutory roles eg. SENCO • Teachers • Support staff roles 2.2 Explain the roles of external professionals who may work with a school eg. educational psychologist
3. Understand school ethos, mission, aims and values	3.1 Explain how the ethos, mission, aims and values of a school may be reflected in working practices 3.2 Evaluate methods of communicating a school's ethos, mission, aims and values
4. Know about the legislation affecting schools	4.1 Summarise the laws and codes of practice affecting work in schools 4.2 Explain how legislation affects how schools work 4.3 Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including: <ul style="list-style-type: none"> • General bodies such as the Health and Safety Executive • School specific regulatory bodies
5. Understand the purpose of school policies and procedures	5.1 Explain why schools have policies and procedures 5.2 Summarise the policies and procedures schools may have relating to: <ul style="list-style-type: none"> • Staff • Pupil welfare • Teaching and learning • Equality, diversity and inclusion • Parental engagement 5.3 Evaluate how school policies and procedures may be developed and communicated
6. Understand the wider context in which schools operate	6.1 Summarise the roles and responsibilities of national and local government for education policy and practice 6.2 Explain the role of schools in national policies relating to children, young people and families 6.3 Explain the roles of other organisations working with children and young people and how these may impact on the work of schools
Assessment	Worksheet Case Study

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the expected pattern of development for children and young people from birth - 19 years	1.1 Explain the sequence and rate of each aspect of development from birth – 19 years 1.2 Explain the difference between sequence of development and rate of development and why the difference is important
2. Understand the expected pattern of development for children and young people from birth - 19 years	2.1 Explain how children and young people’s development is influenced by a range of personal factors 2.2 Explain how children and young people’s development is influenced by a range of external factors 2.3 Explain how theories of development and frameworks to support development influence current practice
3. Understand how to monitor children and young people’s development and interventions that should take place if this is not following the expected pattern	3.1 Explain how to monitor children and young people’s development using different methods 3.2 Explain the reasons why children and young people’s development may not follow the expected pattern 3.3 Explain how disability may affect development 3.4 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people	4.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition 4.2 Explain how multi agency teams work together to support speech, language and communication 4.3 Explain how play and activities are used to support the development of speech, language and communication
5. Understand the potential effects of transitions on children and young people’s development	5.1 Explain how different types of transitions can affect children and young people’s development 5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition
Assessment	Worksheet Task

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	1.1 Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people 1.2 Explain child protection within the wider concept of safeguarding children and young people 1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people 1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice 1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing
2. Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1 Explain the importance of safeguarding children and young people 2.2 Explain the importance of a child or young person centred approach 2.3 Explain what is meant by partnership working in the context of safeguarding 2.4 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed
3. Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting 3.2 Explain policies and procedures that are in place to protect children and young people and adults who work with them 3.3 Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected 3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding 4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting 4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged
5. Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1 Explain different types of bullying and the potential effects on children and young people 5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place 5.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged
6. Understand how to work with children and young people to support their safety and wellbeing	6.1 Explain how to support children and young people's self-confidence and self-esteem 6.2 Analyse the importance of supporting resilience in children and young people 6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety 6.4 Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety

<p>7. Understand the importance of e-safety for children and young people</p>	<p>7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone</p> <p>7.2 Describe ways of reducing risk to children and young people from:</p> <ul style="list-style-type: none"> • Social networking • Internet use • Buying online • Using a mobile phone
<p>Assessment</p>	<p>Worksheet</p>

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the purpose and characteristics of assessment for learning	1.1 Compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements 1.2 Summarise the difference between formative and summative assessment 1.3 Explain the characteristics of assessment for learning 1.4 Explain the importance and benefits of assessment for learning 1.5 Explain how assessment for learning can contribute to planning for future learning carried out by: <ul style="list-style-type: none"> • the teacher • the learners • the learning support practitioner
2. Be able to use assessment strategies to promote learning	2.1 Be able to use assessment strategies to promote learning 2.2 Be able to use assessment strategies to promote learning 2.3 Use assessment opportunities and strategies to gain information and make judgements about how well learners are participating in activities and the progress they are making 2.4 Provide constructive feedback to learners to help them understand what they have done well and what they need to develop 2.5 Provide opportunities and encouragement for learners to improve upon their work
3. Be able to support learners in reviewing their learning strategies and achievements	3.1 Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs 3.2 Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning 3.3 Support learners in using peer assessment and self-assessment to evaluate their learning achievements 3.4 Support learners to: <ul style="list-style-type: none"> • reflect on their learning • identify the progress they have made • identify their emerging learning needs • identify the strengths and weaknesses of their learning strategies and plan how to improve them
4. Be able to contribute to reviewing assessment for learning	4.1 Provide feedback to the teacher on: <ul style="list-style-type: none"> • learner participation and progress in the learning activities • learners' engagement in and response to assessment for learning • learners' progress in taking responsibility for their own learning 4.2 Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning
Assessment	Worksheet Overview of Unit of work Session Plans Resource identification Risk assessment Review plan Observation Session and self-evaluation Reflective account

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to design and plan a high-quality physical education and school sport activity programme to promote achievement in physical education	1.1 Justify the structure and content of a physical education and school sport annual programme of activity 1.2 Distinguish the activities to be included in an annual programme, consistent with the evaluation of: <ul style="list-style-type: none"> • the National Curriculum programme of study for physical education • extra-curricular physical activity • pupil(s) development/ key stage • pupil(s) progress and attainment • goals linked to other areas of the National Curriculum 1.3 Develop an outline plan for a unit of work from within the annual programme 1.4 Develop individual session plans that: <ul style="list-style-type: none"> • consist of challenging outcomes to meet high expectations corresponding to the stage, abilities and needs of pupils • help pupils to achieve goals against physical education stated aims • ensure that planned activities are consistent with agreed safe practice in physical education and school sport are progressively linked 1.5 Develop contingencies to address a variety of scenarios 1.6 Review and revise the planned activities with a teacher, pupils and others
2. Be able to identify and access resources to support the delivery of a high-quality physical education and school sport programme	2.1 Clarify sources of information and resources to support the planning process 2.2 Distinguish the resources needed to deliver the unit of work and individual planned sessions 2.3 Justify how the planned resources meet the stage, abilities and needs of pupils 2.4 Explain how to access the resources required 2.5 Ensure the resources meet with the accepted guidelines for safe practice in physical education and school sport
3. Be able to plan for the review of a high-quality physical education and school sport programme	3.1 Justify who will contribute to the planned review process 3.2 Distinguish viable methods to review the programme that are safe, valid and reliable 3.3 Develop a review schedule for the programme 3.4 Review and revise the review schedule with a teacher, pupils and others
Assessment	Worksheet Overview of Unit of work Session Plans Resource identification Risk assessment Review plan

Learning outcomes The learner will:	Assessment Criteria The learner can:
<p>1. Be able to establish and maintain relationships with pupils and others involved in the delivery of the physical education and school sport programme</p>	<p>1.1 Summarise information about the programme to teachers, pupils, parents and others (e.g. other coaches or facility management)</p> <p>1.2 Coordinate the allocation of resources and brief others on their responsibilities and contributions to the programme</p> <p>1.3 Implement the resources needed to deliver a unit of work and individual planned sessions from within the physical education and school sport annual programme of activity</p> <p>1.4 Ensure others understand and apply the guidelines for safe practice in physical education and school sport when working with pupils</p> <p>1.5 Establish positive relationships with pupils and others</p> <p>1.6 Apply communication styles appropriate to:</p> <ul style="list-style-type: none"> • Pupil(s) • Others • Delivery of the programme <p>1.7 Demonstrate how to provide opportunities for pupils to enjoy the learning experience</p> <p>1.8 Manage pupils' engagement with each other effectively and fairly, in a way appropriate to their needs</p> <p>1.9 Demonstrate how to adapt own delivery to suit the changing environment and pupil(s)' needs and abilities</p>
<p>2. Be able to deliver a high-quality physical education and school sport programme</p>	<p>2.1 Implement the physical education and school sport annual programme of activity</p> <p>2.2 Demonstrate how to allocate activities to pupils in a way that is appropriate to them and is likely to maximise learning</p> <p>2.3 Provide demonstrations that are technically correct</p> <p>2.4 Explain the activities in a way appropriate to the pupils' level of understanding</p> <p>2.5 Apply motivational techniques to help pupils achieve goals against physical education stated aims</p> <p>2.6 Implement methods to check pupils' understanding</p> <p>2.7 Demonstrate how to support a range of abilities to enable pupils to learn and participate effectively</p> <p>2.8 Apply the principles of inclusion to meet a range of learner's needs</p>
<p>3. Be able to review pupil(s)' progress during the implementation of the physical education and school sport programme</p>	<p>3.1 Evaluate pupil(s)' performance using methods identified in the evaluation plan</p> <p>3.2 Compile information on the evaluation of pupil(s)' progress and attainment</p> <p>3.3 Empower pupils to evaluate and recognise their achievements</p> <p>3.4 Demonstrate how to give appropriate, positive and timely feedback</p> <p>3.5 Evaluate pupil(s)' progress in a fair and equitable manner</p> <p>3.6 Identify and agree improvements to the programme as a result of the review activities</p> <p>3.7 Record evaluations in a format that will allow them to be shared</p>

<p>4. Understand how to modify the physical education and school sport programme in response to feedback and changes in needs</p>	<p>4.1 Diagnose goals and components of the physical education and school sport programme that may need to be adapted</p> <p>4.2 Develop contingency plans</p> <p>4.3 Justify and agree modifications to goals and programmes with teacher(s), pupil(s) and relevant others</p> <p>4.4 Explain resource implications as a result of modifications made</p> <p>4.5 Introduce the modifications to teacher(s), pupil(s) and relevant others, appropriate to their needs</p> <p>4.6 Monitor the impact of improvements made and modify the programme as necessary</p>
<p>Assessment</p>	<p>Observation</p> <p>Session and self-evaluation</p> <p>Reflective account</p> <p>Teaching Log</p> <p>Witness Testimony</p>

Learning outcomes The learner will:	Assessment Criteria The learner can:	
1. Be able to monitor the implementation of a high-quality physical education and school sport programme	1.1 Explain the importance of the reviews to teacher(s), pupil(s), parent(s) and others and encourage them to contribute 1.2 Evaluate the implementation of the programme based on a pre-planned review schedule 1.3 Collect and record monitoring information at planned points throughout the programme 1.4 Check that information collected is valid and reliable 1.5 Collate the information in a way that will help it to be analysed 1.6 Analyse the information and feedback to determine: <ul style="list-style-type: none"> • whether the programme met its intended goals • whether the programme challenged and set high expectations for all learners • whether the content, structure, breadth and balance of the programme were appropriate • the appropriateness of resources • whether the programme was safe and promoted positive behaviours towards learning • own performance and the contributions of others 1.7 Treat confidential information appropriately 1.8 Explain the impact recommendations for improvement will have on future programmes	
2. Be able to monitor and review own contributions to the physical education and school sport programme	2.1 Reflect on all aspects of own current teaching/ coaching and learning practice throughout the programme 2.2 Develop and record a personal action plan that will help improve own teaching/ coaching and learning practice for identified areas 2.3 Identify development activities that can contribute to a personal action plan 2.4 Participate in development activities to improve own personal teaching/ coaching and learning performance	
3. Be able to provide assistance in the development of other adults supporting learners	3.1 Describe the typical skills and knowledge required of other adults supporting learners 3.2 Evaluate learning resources that could support the development of other adults supporting learners 3.3 Explain the provision of development guidance and support to other adults supporting learners within own level of expertise 3.4 Provide development and support in a manner, level and pace appropriate to other adults supporting learners' needs 3.5 Evaluate the outcomes of the development and support provided 3.6 Provide feedback to other adults supporting learners on their performance and contributions 3.7 Identify relevant people who may be able to provide advice on issues outside own area of competence or authority	
Assessment	Worksheet Overview of Unit of work Session Plans Resource identification Risk assessment Review plan Observation	Session and self-evaluation Reflective account Pupil's performance Task Personal Development Plan Worksheet

Appendix A: Technical Syllabus for the Level 3 Certificate in Supporting the Delivery of Physical Education and School Sport

This syllabus should be read in conjunction with the Unit Specifications of the Level 3 Certificate in Supporting the Delivery of Physical Education and School Sport and the National Curriculum Programme of Study for Physical Education. To achieve the qualification, learners will be required to demonstrate an understanding and application of the following techniques in a real working environment.

Topics	Components	Key Points
Balance	Static balance Dynamic balance Rotational balance Head Core Base Counter Balance Balance on Stability Posture	Centre of gravity (CoG) Base of support Where is your head? Use all your senses Core strength Moving forces (adapt width of base appropriately)
Agility	Star Start and stop Change direction High and low Reactions Programmed/sequenced Random Change of speed	Equal and opposite forces Overcoming inertia Coordinate body limbs Where do we apply force? Maintain stability Brain to limb training Limit your choices
Coordination	Own body (limb control) Unilateral body moves Bilateral body moves Cross-lateral body moves Hand-eye Striking Sending Receiving Interception Control (speed accuracy) Internal External	Brain instruction to limbs Simple to complex Crossing the midline Chain reaction Big to small limbs Long levers (generate force) Lever speed for force Differentiating forces Speed relationship to accuracy Eyes for tracking Understanding object travel path (identify peaks)
Travel	Forwards Backwards Side Fast Slow Walking Running Skipping Multi-directional Creeping and crawling	Apply principles of agility, balance and coordination (ABCs) Coordinate limbs for efficiency of technique (mechanics of movement) Spatial awareness Maintain stability at speed Link travel moves to specific sports Benefits to coordination and early child development

Topics	Components	Key Points
Jump	High Long Preparation During motion Landing Generating force Static Dynamic Take off	Apply ABC's Generating force Angle of accent Movement within CoG base Movement outside CoG for distance Use of limbs to maximise force Loading and unloading muscles Landing for recovery
Send	To a static target To a moving target Long Short Head Arms Feet Racket (striking implement) Over arm Underarm Body direction Base Different objects Preparation Release	Apply ABCs Differentiating force Different flight options Speed relationship to accuracy Eyes focused on target or not? (progression for deception) Choose right target (when sending to a moving target) Appropriate extension in preparation Follow through Recovery Communicate
Receive	Eyes Hands Feet Base Head Preparation Recovery Spatial awareness Base Different objects High Low	Apply ABCs Understanding object travel path (identify peaks) Focus eyes for tracking Make a base for stability on receiving Cushion impact (understanding the force Appropriate body shape Decision making on use of correct limbs (left or right or both etc)
Strike	Body part Implement Direction Accuracy Power Preparation Contact Follow through Recovery Spins	Apply ABCs Focus eyes Balanced ready position Understanding long levers and speed of action on force Spatial awareness Understanding how the object will react to the point of contact (direction trajectory speed and potential spin)

Topics	Components	Key Points
Net/wall games	Over a barrier Variety of rackets Bounce Volley Rebound Teamwork Decision making Spins Tactics Accuracy Movement Preparation Recovery Reactions	Apply ABCs Understanding long levers and speed of action on force Chain reaction Understanding how the object will react to the point of contact (direction trajectory speed and potential spin) How to move efficiently and appropriately Coordinate body limbs Where to apply force to change direction Ready positions Maintain stability by applying balance principles Brain to limb training Limit your choices
Invasion games	Sending Receiving Movement Teamwork Spatial aware Tactics Communication Targets Different objects to use Direction change Decision making Jumping	Apply ABCs Spatial awareness How to move efficiently and appropriately Coordinate body limbs Where to apply force to change direction Maintain stability by applying balance principles Coordinate movements with others (team and opposition) Understand people are targets Focus on relevant cue (e.g. watch your player to mark not the ball)
Striking and Fielding Games	Sending Receiving Striking Tactics Travelling Jumping Different movements Teamwork Communication Decision making	Apply ABCs Spatial awareness Positional awareness Balanced ready position (strike or receive) Focus on relevant cue (fielder eye on ball not players running between wickets) Understand effect of angles of trajectory when sending an object
Athletics	Starting Accelerating Sending Body coordination Flexibility Reactions Jumping Running Tactics Power Strength Speed	Apply ABCs CoG on edge of base just before start CoG outside base immediately after Low to high Power in throws and jumps generated from lower limbs Accuracy mainly affected by upper body limbs and core Speed helps lateral jumps When jumping an object try to keep hips flat

Topics	Components	Key Points
Creative movement	Rhythm Body coordination Spatial aware Free expression Spatial awareness Strength Balance Tumbling	Apply ABCs Core strength very important Coordinate body limbs Flexibility Coordination of objects and bodies

Appendix B PASS (Physical Activity and School Sport) Qualification Framework

Generic Role Descriptor for Level 3 - PASS Qualification Framework

Role Purpose:

Responsibility for the planning, development, delivery and management of programmes of physical activity and sport for children; support teachers with curriculum delivery; the leadership and development of colleagues (both paid and voluntary); acting as a positive role model for participants.

Occupational Competence:

A Level 3 PASS Instructor **should**:

- ✓ Deliver out of school activities (breakfast clubs, after school programmes, holiday activities, birthday parties)
- ✓ Deliver lunchtime/playtime activities
- ✓ Assist curriculum support (Teaching Assistant., Planning Preparation and Assessment cover, physical activity sessions)
- ✓ Deliver to 3-13 year olds
- ✓ Manage an OFSTED early years setting
- ✓ Deliver curriculum PE/physical activity in partnership with the school sport leads

A Level 3 PASS Instructor **should not**:

- X Be regarded as a teacher

Level 3 - PASS Qualification Framework workforce will:

Plan and develop high-quality programmes of physical activity and sport effectively through:

- Analysing and assessing children's current and potential performance, needs and aspirations
- Planning high-quality and age-appropriate programmes of physical activity and sport designed to meet children's short, medium and long term needs
- Developing and managing individuals and teams to maximise their success in competition

Deliver high-quality programmes of physical activity and sport effectively through:

- Leading and delivering structured programmes planned to meet the short and medium term needs of children in accordance with discussions with teaching staff
- Developing participants' / children's physical, personal and emotional wellbeing including working with teaching staff providing enrichment and development opportunities
- Ensuring sessions are fully inclusive and reference a specified programme / curriculum, including cross curricular links where appropriate

Assessing and evaluating progress of participants and appropriateness of programmes through:

- Assessing children's physical development and performance effectively and use the information to inform progress, referencing a set structured curriculum / programme including attainment levels.
- Monitoring and evaluating the quality of sessions and using the information to develop PASS practice
- Monitor and evaluate the quality of programmes and their impact on participants' and use the information to continually develop the programmes
- Develop effective self-evaluation to improve personal practice and the work of the team, recognising the limitations of this role and working within the agreed job description

Ensuring wellbeing, health and safety of participants and staff through:

- Ensuring the health, safety, security and welfare of customers / children and colleagues
- Working in partnership with other organisations, communities and professionals to enable target populations to achieve and maintain a healthy lifestyle through physical activity, physical literacy and development
- Leading on the engagement of customers / children, offering direct support and managing challenging behaviours
- Managing the wellbeing, health and safety of colleagues
- Providing mentoring support to colleagues and partners

Organising, managing and developing activities effectively and efficiently through:

- Managing the efficient use of resources including staff, ICT, equipment and facilities
- Developing and maintaining productive working relationships with colleagues (including paid and voluntary) through strong leadership and motivation
- Supporting the strategic planning, facilitation and development of community or education based physical activity and sport
- Promoting inclusion, equality and diversity in physical activity and sport
- Understanding additional needs requirements of identified groups, such as Gifted and Talented
- Building and sustaining collaborative relationships with other organisations
- Managing sporting events

Appendix C PASS (Physical Activity and School Sport) Qualification Framework

Generic Role Descriptor for Level 2 - PASS Qualification Framework

Role Purpose:

To deliver high quality extra curricular physical activity and sport sessions whilst ensuring participant safety and welfare is maintained across a range of environments; to engage with participants, parents, carers, guardians and associates through good social skills and strong customer care; to assist with the delivery of curriculum support sessions; to represent the organisation professionally at all times.

Occupational Competence:

A Level 2 PASS Instructor **should**:

- ✓ Deliver out of school activities (breakfast clubs, after school programmes, holiday activities, birthday parties)
- ✓ Deliver lunchtime/playtime activities
- ✓ Assist curriculum support (Teaching Assistant., Planning Preparation and Assessment cover, physical activity sessions)
- ✓ Deliver to 3-13 year olds

A Level 2 PASS Instructor **should not**:

- X Deliver curriculum PE/physical activity
- X Manage an OFSTED early years setting
- X Be regarded as a teacher

Level 2 - PASS Qualification Framework workforce will support:

Planning high-quality physical activity and sport experiences through:

- Understanding the expectations of participants – particularly children and young people
- Contributing to the planning of learning activities under the direction of a teacher
- Planning health related exercise and physical activity for children

Delivering high-quality physical activity and sport experiences through:

- Assisting in the delivery of sessions that are positive experiences for all participants
- An understanding of the fundamentals within physical activity for children specifically relating to child development
- Contributing to the personal, physical, social, moral and emotional development of participants through sport and physical activity
- Support the delivery of a well planned and appropriate session.

Assessing participants and evaluating the quality of sessions through:

- Observing and reporting on pupil performance
- Contributing to the assessment of participants through observation, feedback and praise
- Recording and reporting on participant learning and achievement
- Contributing to the evaluation of sessions
- Reviewing activity sessions with participants
- Reflecting on and evaluating their own contribution and performance

Ensuring the wellbeing, health and safety of participants and leaders through:

- Promoting the benefits of a healthy lifestyle to participants using basic principles of anatomy, physiology and nutrition
- Applied understanding of how to handle and maintain equipment
- Ensuring all equipment, clothing and facilities required for the session are clean, appropriate and ready to use
- Applied understanding of the latest legislation on child protection and guidelines on working with children and young people
- Applied understanding of the latest guidance and organisational policies on health and safety, first aid, and emergency procedures
- Understanding basic behaviour management strategies specific to the environment

Organising and managing physical activity through:

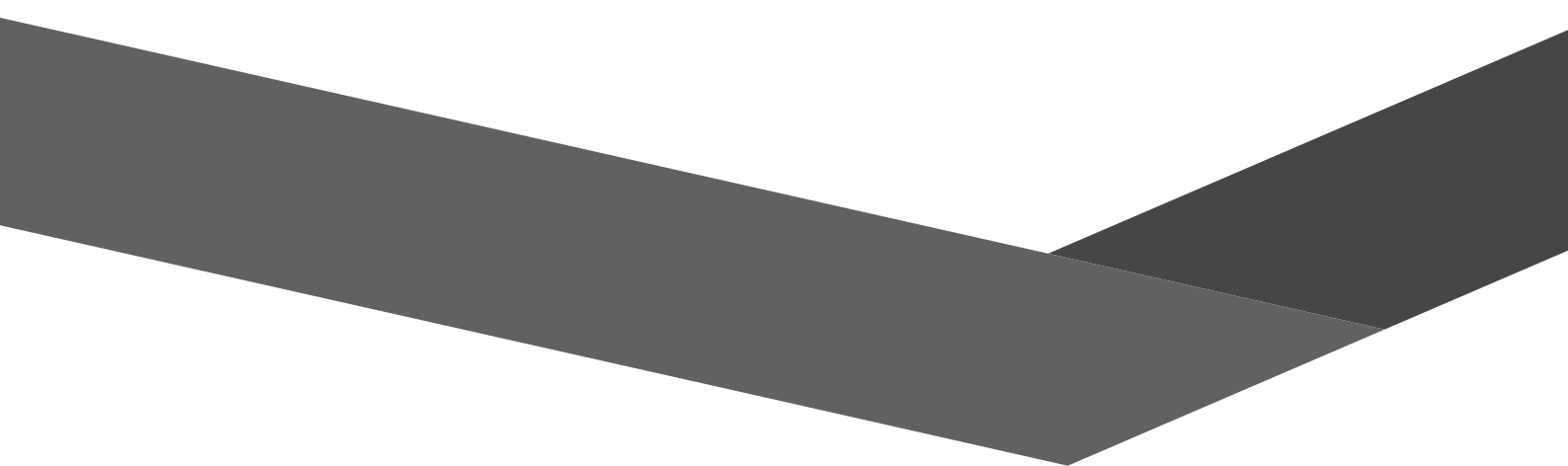
- Promoting physical activity, sports development and health opportunities available within the local community
- Understanding of the school infrastructure and network
- Marketing physical activity opportunities
- Receiving and paying out money
- Enrolling participants for activities
- Maintaining records
- An understanding of good customer service

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