



Qualification
Guidance

Active IQ Level 4 Diploma in Primary Physical Education Practice

Qualification
Accreditation Number:
603/2799/6
Version AIQ005189

Active iQ



Developed in partnership with Sporting Futures Training

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Introduction

The Active IQ Level 4 Diploma in Primary Physical Education Practice is at Level 4 on the Regulated Qualifications Framework (RQF).

| | | | |
|-------------------------------|------------|----------------------------------|------------|
| Guided learning hours: | 585 | Total qualification time: | 730 |
|-------------------------------|------------|----------------------------------|------------|

Entry requirements:

- Learners must hold a Level 3 qualification in Supporting Teaching and Learning or Supporting Physical Education in Schools (or equivalent). In certain circumstances extensive experience of working within primary schools can be considered, but this must be supported by the school's head teacher.
- Learners must attend suitable training or hold a qualification in safeguarding which covers the required content in line with school policy.
- Learners must be able to apply factual and theoretical knowledge and be able to use a range of cognitive and practical skills to support primary physical education practice within schools. This will require learners to work in both predictable and unpredictable situations using knowledge, skills and competencies pitched at Level 4 on the RQF.

Qualification outline

Target learners:

- Learners aged 18+.
- Teaching assistants.
- Learners who have followed a physical education apprenticeship in a school setting.
- Learners already supporting physical education in schools.

Purpose

The purpose of this qualification is to provide learners with the knowledge and skills to be able to contribute to the planning and development of schemes of work in primary physical education. Learners will be able to devise and deliver learning activities and lessons linked to the curriculum and technical syllabus for primary physical education, incorporating differentiated learning activities and assessment for learning, as well as being able to lead extracurricular multi-skill activity sessions. Learners are also given the knowledge and skills necessary to plan and lead a school sporting event or competition, as well as promoting and delivering active, healthy lifestyle initiatives to children and their families.

Progression

This qualification provides progression on to:

- Higher Level Teaching Assistant Apprenticeship
- Foundation degrees
 - Teaching and learning
 - Sport science
 - Physical education and school sport
 - Primary education

The qualification will provide the knowledge and practical skills to enhance provision alongside other academic courses such as: National Diploma in Sports Studies, A level PE, and HND and higher education degrees in Learning and Development.

Links to National Standards

The qualification is underpinned by the overarching professional standards for teachers, tutors and trainers in lifelong learning.

Work placement

It is expected that learners will be placed within a school environment for an academic year (a minimum of 30 hours a week for 38 weeks per year). This placement will include a mixture of on- and off-the-job training, and supervised teaching and shadowing/mentoring by a qualified teacher.

Occupational competence statements for tutoring, assessing and quality assurance

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

Required criteria

All tutors, assessors and internal verifiers must:

- Possess a discipline-specific qualification equivalent to the qualification being taught.
- Have relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continuing professional development during the last two years (this may be discipline/context-specific or relevant to tutoring, assessing or quality assurance).

Tutors and assessors

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

The following are acceptable:

- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS).
- Level 5 Diploma in Education and Training.
- Certificate in Education (or PGCE)
- Qualified Teacher Status.

Assessors

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

- Level 3 Award in Assessing Vocationally Related Achievement.

Internal verifiers

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

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- 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.

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Qualification structure

Learners must complete the nine mandatory units.

Mandatory units

| Unit | Unit accreditation number | Level | GLH | TQT | |
|------|---|------------|-----|-----|-----|
| 1 | Principles of primary physical education | J/616/7957 | 4 | 50 | 60 |
| 2 | Understanding the physical development of children | R/616/7959 | 3 | 20 | 25 |
| 3 | Planning multi-skill activity sessions as an extracurricular activity | J/616/7960 | 3 | 65 | 70 |
| 4 | Delivering multi-skill activity sessions as an extracurricular activity | L/616/7961 | 3 | 80 | 90 |
| 5 | Evaluate the impact of multi-skill activity sessions | R/616/7962 | 3 | 20 | 25 |
| 6 | Promote and deliver an active healthy lifestyle | Y/616/7963 | 3 | 40 | 50 |
| 7 | Plan, deliver and evaluate a unit of work in physical education | H/616/7965 | 4 | 150 | 190 |
| 8 | Educational gymnastics (primary level) | M/616/7967 | 4 | 60 | 80 |
| 9 | Leading a school sporting event or competition | M/616/7970 | 4 | 100 | 140 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| <p>1. Understand the curriculum for primary physical education</p> | <p>1.1 Describe the main aims of the national curriculum for physical education</p> <p>1.2 Describe the key components of the curriculum for primary physical education</p> <p>1.3 Describe the attainment targets expected for pupils at the end of each key stage</p> <p>1.4 Explain the benefits of a high-quality primary physical education programme for the:</p> <ul style="list-style-type: none"> • pupil • school as a whole <p>1.5 Summarise the key statutory health and safety guidance for delivering physical education in schools</p> |
| <p>2. Understand the skills and behaviours needed to deliver primary physical education</p> | <p>2.1 Explain the concept of professionalism</p> <p>2.2 Describe the features of self-presentation required when working in primary schools</p> <p>2.3 Identify the attitude required when dealing with children, parents and other staff members</p> <p>2.4 Describe how to establish a rapport and respectful relationships with children and young people, their families and carers</p> <p>2.5 Explain how to adapt communication for children and young people, with consideration given to:</p> <ul style="list-style-type: none"> • the age of the child or young person • communication difficulties <p>2.6 Describe the team-working skills required to deliver an exceptional physical education experience</p> |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 3. Understand the principles of inclusive teaching and learning and key primary physical education curriculum issues | 3.1 Describe features of inclusive teaching and learning 3.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs 3.3 Explain ways to maintain a safe and supportive learning environment 3.4 Explain why it is important to promote appropriate behaviour and respect for others 3.5 Explain why it is important to provide opportunities for learners to develop their English, Mathematics, ICT and wider skills 3.6 Explain how to take account of key curriculum issues, including the role of new and emerging technologies 3.7 Analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in primary physical education 3.8 Explain how to support learners in accessing the curriculum in accordance with the Special Education Needs code of practice |
| 4. Understand the health and safety requirements when delivering physical education lessons | 4.1 Identify the types of hazard that can occur when planning and delivering a physical education lesson 4.2 Describe the procedures for dealing with identified hazards 4.3 Explain how to manage risks and safeguard individuals when facilitating learning 4.4 Describe the importance of understanding pupils' specific health needs 4.5 Describe the procedures for dealing with emergencies when using <ul style="list-style-type: none"> • indoor school facilities • outdoor school facilities • offsite facilities |
| Assessment | Assignment |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 1. Understand the principles of fundamental movement and physical skills | 1.1 Describe fundamental movement skills 1.2 Explain the difference between fine and gross motor skills 1.3 Define physical literacy 1.4 Explain how the development of movement and physical skills can contribute towards a child's development |
| 2. Understand how to develop fundamental movement and physical skills | 2.1 Explain the components of the fundamental movement skills: <ul style="list-style-type: none"> • balance • agility • coordination • travelling • jumping • sending • receiving • striking 2.2 Describe the key teaching points for each fundamental movement skill 2.3 Explain the movement skills associated with each area listed: <ul style="list-style-type: none"> • net/wall games • invasion games • striking and fielding games • athletics • creative movement (including): <ul style="list-style-type: none"> • dance • gymnastics 2.4 Explain how each movement skill may be developed through progressive practice in each activity area |
| Assessment | Worksheet |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| <p>1. Understand how to plan targeted multi-skill activity sessions as an extracurricular activity</p> | <p>1.1 Identify the target group and outline the associated aims</p> <p>1.2 Describe the components of a multi-skill activity session, to include:</p> <ul style="list-style-type: none"> • warm-up activities • main activities • cool-down activities <p>1.3 Describe how to incorporate rules and techniques into sessions</p> <p>1.4 Identify appropriate timings for each component and chosen activities within a component</p> <p>1.5 Identify and differentiate equipment and resources suitable for a range of abilities and ages</p> <p>1.6 Explain how to create a stimulating, inclusive environment that promotes equality and diversity</p> <p>1.7 Describe how to lay out equipment and resources to make the best use of space</p> <p>1.8 Explain the importance of regularly changing the activity, layout and resources</p> <p>1.9 Describe how to adapt sessions for a range of abilities and ages</p> <p>1.10 Explain how active play can be used within sessions to develop fundamental movement skills</p> |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| <p>2. Be able to plan a series of progressive multi-skill activity sessions that develop fundamental movement skills</p> | <p>2.1 Create a unit of work, to include:</p> <ul style="list-style-type: none"> • overarching theme • learning aims and objectives • differentiated learning targets • risk assessment for planned activities • contingency plans (where appropriate) • special considerations • opportunities to promote the benefits of physical activity • strategies to monitor pupil progress in developing fundamental movement skills <p>2.2 Create a series of session plans, to include:</p> <ul style="list-style-type: none"> • warm-up activities • main activity, including: <ul style="list-style-type: none"> • differentiated activities • cool-down activities • rules and techniques associated with the activity • teaching styles/teaching approach • equipment • adaptations • key teaching points • opportunities for feedback |
| <p>Assessment</p> | <p>Unit of work Series of multi-skill session plans</p> |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 1. Be able to prepare for a multi-skill activity session | 1.1 Prepare themselves for the multi-skill activity session 1.2 Prepare the equipment and environment for the planned session 1.3 Carry out a risk assessment (if appropriate) |
| 2. Be able to deliver safe, effective and varied main activities that develop the fundamental movement skills | 2.1 Welcome the participants and make them feel at ease 2.2 Describe the aim and content of the session 2.3 Outline the fundamental movement skills and explain the importance of developing these 2.4 Explain the rules and techniques required for the session/activity 2.5 Lead a safe and effective warm up that supports the content of the main session 2.6 Lead safe and effective main multi-skill activities that develop fundamental movement skills 2.7 Provide clear and correct demonstrations and explanations of activities, techniques and skills 2.8 Observe participants' performance throughout the activities and respond to their ongoing needs 2.9 Provide adaptations and alternatives when necessary to promote inclusivity and enjoyment 2.10 Track pupil progress 2.11 Lead safe and effective cool-down activities |
| 3. Be able to manage participants during a multi-skill activity session | 3.1 Communicate clearly with participants according to their needs 3.2 Motivate participants appropriately 3.3 Give clear and supportive feedback to participants 3.4 Gain feedback from participants about the activities 3.5 Respond appropriately to participants' feedback and questions about the activities 3.6 Demonstrate balancing the needs of individual participants with those of the group 3.7 Provide differentiated activities to match participants' needs and abilities 3.8 Take appropriate action to deal with issues if and when they arise |
| Assessment | Observation (extracurricular activity) |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 1. Be able to evaluate a multi-skill activity session | 1.1 Complete an evaluation of each session 1.2 Review how motivational each session was for the participants 1.3 Evaluate how well each planned session linked to the unit of work and session objectives 1.4 Identify the changes/adaptations that could be made to each session 1.5 Reflect on own practice 1.6 Prepare an action plan for improvement and/or progression of own practice and future planned sessions |
| 2. Be able to evaluate the overall unit of work and impact on pupil progress | 2.1 Evaluate pupils' understanding of the fundamental movement skills and how these can be developed 2.2 Evaluate the effectiveness of the overall unit of work in relation to pupil progress in actual development of the core movement skills |
| Assessment | Evaluation |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 1. Understand the health benefits of physical activity | 1.1 Describe the physiological benefits of activity sessions 1.2 Describe the psychological and social benefits of participating in activity sessions |
| 2. Understand the importance of healthy eating | 2.1 Describe the national food model/guide 2.2 Describe key healthy eating advice that underpins a healthy diet 2.3 Explain the importance of adequate hydration 2.4 Explain the dietary role of the key nutrients 2.5 Identify the common dietary sources of the key nutrients 2.6 Explain the health risks of poor nutrition 2.7 Describe the key elements of a healthy eating policy for a primary school 2.8 Identify foods to avoid for primary school children 2.9 Describe key sources of information regarding healthy eating for primary school children |
| 3. Understand how to promote the benefits of an active healthy lifestyle | 3.1 Describe how to promote the benefits of an active, healthy lifestyle, to include: <ul style="list-style-type: none"> • physical activity • healthy eating • lifestyle advice 3.2 Describe how to signpost individuals who wish to participate in physical activities 3.3 Describe potential barriers to participation 3.4 Identify strategies to overcome barriers and support families and children to enable participation and lifestyle change 3.5 Identify sources of information and guidance for families |
| 4. Be able to promote and deliver active, healthy lifestyle initiatives | 4.1 Identify opportunities for children and families to participate in physical activities 4.2 Identify opportunities and local resources to support active, healthy lifestyles 4.3 Promote the benefits of an active, healthy lifestyle to children and their families through the delivery of a healthy lifestyle initiative, for example: <ul style="list-style-type: none"> • Change For Life • Mile a Day • Walk to school |
| Assessment | Worksheet Assignment |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| <p>1. Be able to plan and prepare learning activities that meet national curriculum requirements</p> | <p>1.1 Use their subject knowledge to plan and prepare a unit of work for physical education that meets national curriculum requirements. To include:</p> <ul style="list-style-type: none"> • lesson plans • learning aims and objectives • differentiated learning targets • assessment for learning • teaching points • reference to the technical syllabus • resources and equipment <p>1.2 Devise structured activities that meet national curriculum requirements, which motivate learners and advance learning</p> <p>1.3 Plan how to support inclusion</p> <p>1.4 Contribute to the selection and preparation of resources suitable for the activity and identified pupils</p> <p>1.5 Carry out a risk assessment for the planned activities</p> <p>1.6 Seek the approval of the unit of work from a qualified teacher and use feedback to inform any necessary adjustments</p> |
| <p>2. Be able to deliver physical education lessons</p> | <p>2.1 Deliver lessons that maximise the opportunities for pupils to be physically active</p> <p>2.2 Deliver lessons that show progression and advance learning</p> <p>2.3 Use strategies to promote positive behaviour</p> <p>2.4 Create opportunities for pupils to reflect on their own learning and progress</p> <p>2.5 Implement teaching and learning strategies that involve and motivate pupils</p> <p>2.6 Employ teaching and learning strategies that take into account individual learning needs</p> <p>2.7 Monitor pupils' responses to activities and modify approach when required</p> <p>2.8 Use other adults to support learning (when required)</p> |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 3. Be able to monitor and assess pupil progress | 3.1 Show evidence of using: <ul style="list-style-type: none"> • self-assessment • teacher assessment • peer assessment 3.2 Evaluate the impact of the assessment tasks on learning 3.3 Use question and answer techniques to monitor and assess understanding 3.4 Monitor progress, providing focused support and feedback 3.5 Support the evaluation of pupils' progress using a range of assessment methods 3.6 Link pupil progress with age-related expectations 3.7 Analyse records of pupils' progress 3.8 Contribute to a pupil's written record/report |
| 4. Be able to evaluate a physical education unit of work and individual lessons | 4.1 Complete an evaluation of each physical education lesson within the unit of work 4.2 Reflect on own practice 4.3 Gain feedback from a qualified teacher and <ul style="list-style-type: none"> • identify areas for improvement • use the outcomes to inform and improve own practice and future lessons 4.4 Contribute to the evaluation of a physical education scheme of work 4.5 Use the outcomes to inform and improve future planning |
| Assessment | Lesson plans Unit of work Observations Witness evaluations Teaching log Peer and self-evaluations Report |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| <p>1. Understand the requirements for delivering gymnastics in primary schools</p> | <p>1.1 Summarise the key health and safety considerations when delivering gymnastics (as set out in the <i>AfPE Safe Practice in Physical Education and Sport</i> manual)</p> <p>1.2 Define the key terminology used in primary gymnastics, to include:</p> <ul style="list-style-type: none"> • strength • balance • flexibility • control • body management • aesthetic quality • conditioned phrase/sequence <p>1.3 Explain how each of the following core areas can be developed through gymnastics:</p> <ul style="list-style-type: none"> • strength • balance • flexibility • control • body management • aesthetic quality • conditioned phrase/sequence <p>1.4 Explain how to develop floor skills</p> <p>1.5 List the types of low-level apparatus used in primary gymnastics</p> <p>1.6 Explain how to use low-level apparatus</p> <p>1.7 Describe how to transfer floor skills to low-level apparatus</p> <p>1.8 Describe the progression steps and methods of support for the following:</p> <ul style="list-style-type: none"> • forward roll • backward roll • handstand • headstand • cartwheel |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 2. Understand how to safely handle and set up gymnastics equipment | 2.1 Explain why equipment must be in a safe and serviceable condition 2.2 Identify specific health and safety issues relating to gymnastics equipment 2.3 Explain why it is important to carry out routine maintenance and safety checks on equipment 2.4 Explain what is meant by 'manual handling' 2.5 Explain the key safety considerations when setting up equipment 2.6 Explain how to use equipment cards with pupils |
| 3. Be able to set up gymnastics equipment | 3.1 Demonstrate the safe handling, moving and setting up of simple equipment with pupils, to include: <ul style="list-style-type: none"> • mats • benches • low-level apparatus 3.2 Demonstrate the use of equipment cards with pupils (where appropriate) |
| 4. Be able to deliver a gymnastic lesson based on a key theme | 4.1 Deliver a gymnastics lesson based on developing one of the following: <ul style="list-style-type: none"> • locomotion • balance • shape 4.2 Demonstrate a warm-up activity that supports the main theme 4.3 Demonstrate correct stretching techniques 4.4 Develop skill and build sequences in the chosen area 4.5 Demonstrate the correct technique, progressions and methods of support for each chosen activity 4.6 Demonstrate the correct use of low-level apparatus (if appropriate) 4.7 Incorporate pupils working individually, with a partner or small group |
| 5. Be able to evaluate pupil progress | 5.1 Use peer and group feedback to inform learning 5.2 Use technology to assess pupil progress and provide feedback for development |
| Assessment | Lesson plan Observation Evaluation |
| Please note: Leading of gymnastics is at the discretion of the head teacher and underpinned by the competence of the learner. Please see the <i>Safe Practice in Physical Education and Sport</i> manual for further guidance. | |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 1. Understand how to plan a sporting event or competition | 1.1 Describe the types of sporting event or competition that can be organised 1.2 Explain how to structure a sporting event or competition 1.3 Identify the types of hazard that can occur when planning a sporting event or competition 1.4 Describe the procedures for dealing with identified hazards 1.5 Explain how to manage risks and safeguard individuals when facilitating a sporting event or competition 1.6 Identify the internal and external partners that need to be involved when planning and delivering a sporting event or competition |
| 2. Understand how to resource a sporting event or competition | 2.1 Identify the resources required to organise a sporting event or competition, to include: <ul style="list-style-type: none"> • administration • people • facilities • equipment • travel 2.2 Explain how to obtain the required resources 2.3 Explain the supervision/marshalling requirements for a range of sporting events or competitions |
| 3. Understand the administrative requirements for running a sporting event or competition | 3.1 Explain the school's legal obligations when organising extracurricular activities 3.2 Identify the required permissions to run a sporting event or competition 3.3 Identify the required permissions for pupils to participate in a sporting event or competition 3.4 Identify the insurance requirements for running a sporting event or competition |
| 4. Understand how to promote a sporting event or competition | 4.1 Describe a range of methods used to promote a school sporting event or competition 4.2 Identify the information to be included in promotional materials 4.3 Describe the different target audiences, for example children, parents, teachers, local schools 4.4 Explain the promotional requirements for each identified audience |

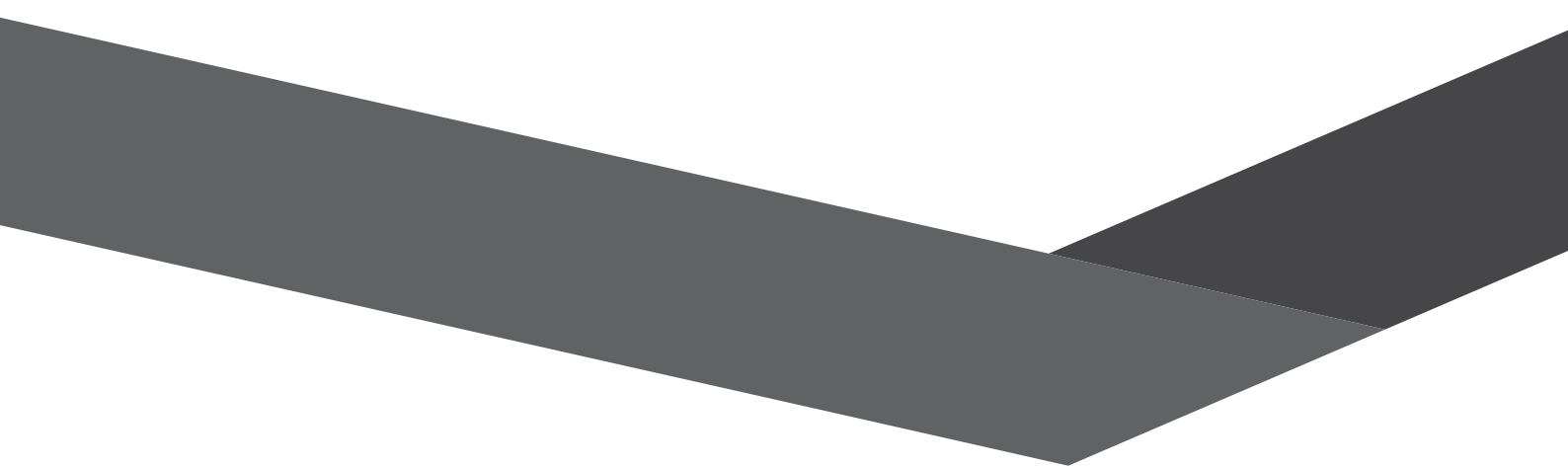
| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 5. Be able to plan and organise a sporting event or competition | 5.1 Identify the sporting event or competition 5.2 Produce a plan for the sporting event or competition, to include: <ul style="list-style-type: none"> • structure • rules • timings • health and safety requirements • resource requirements • administrative requirements • list of stakeholders 5.3 Share the plan with appropriate partners/colleagues 5.4 Allocate tasks and individual responsibilities for organising the event 5.5 Coordinate the organisation of the sporting event or competition 5.6 Collect the required permissions and create an event day register |
| 6. Be able to promote a sporting event or competition | 6.1 Identify the target audiences 6.2 Select the promotional activities to be used to promote the sporting event or competition to each target audience 6.3 Create promotional materials |
| 7. Be able to lead a sporting event or competition | 7.1 Prepare the environment and resources for the event 7.2 Carry out the required pre-event registration 7.3 Coordinate the deployment of event supervisors and/or marshals 7.4 Lead the running of the event or competition 7.5 Ensure that the safety of participants, staff, volunteers and spectators is maintained throughout the event or competition 7.6 Bring the event or competition to an end 7.7 Provide feedback to participants 7.8 Supervise the safe departure of all participants |
| 8. Be able to evaluate the sporting event or competition | 8.1 Complete an evaluation of the sporting event or competition 8.2 Identify areas for improvement 8.3 Use the outcomes to inform and improve future planning and delivery of sporting events and competitions |
| Assessment | Sporting event or competition plan Promotional materials Observation/witness evaluation Evaluations |

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