Qualification
Guidance

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

Qualification
Accreditation Number:
601/1247/5
Version AIQ004880

Active iQ

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

Qualification Accreditation No: 601/1247/5

Course Code: Q3D-PE-13

Introduction

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

Guided learning hours: 283	Total Qualification Time: 540	Credit: 54

Minimum credit to be achieved at or above the level of the qualification:	54
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 in a physical education and school sport setting as it specifically designed to provide them with a greater understanding and proof of competence in programmes of study for physical education, the national curriculum and the environment in which they will are operating

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
- how to prepare for the mentoring role

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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
- organise and lead a sports event or competition
- support gifted and talented learners

Progression:

Qualifications

- 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 Diploma 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 Diploma 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.

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*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

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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 Diploma in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
- Diploma 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.

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Qualification Structure and Unit Content

Learners must complete all twelve mandatory units (54 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
9	Organise and lead a sports event or competition	H/601/8410	3	3
10	Preparing for the mentoring role	T/503/5511	3	3
11	Support gifted and talented learners	R/601/7723	3	4
12	Facilitate community-based sport and physical activity	F/503/0652	3	16

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Unit 1 **F/601/3327** **Level:** 3 **Credit Value:** 2
Unit Title: Communication and professional relationships with children, young people and adults

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: • 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

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Unit 2 **A/601/3326** **Level:** 3 **Credit Value:** 3
Unit Title: Schools as organisations

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: • 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: • 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: • 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

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Unit 3 **L/601/1693** **Level:** 3 **Credit Value:** 4
Unit Title: Understand child and young person development

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

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Unit 4 **Y/601/1695** **Level:** 3 **Credit Value:** 3
Unit Title: Understand how to safeguard the wellbeing of children and young people

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

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7. Understand the importance of e-safety for children and young people	7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone 7.2 Describe ways of reducing risk to children and young people from: • Social networking • Internet use • Buying online • Using a mobile phone
Assessment	Worksheet

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Unit 5 **A/601/4072** **Level:** 3 **Credit Value:** 4
Unit Title: Support assessment for learning

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: • 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: • 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: • 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

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Unit 6 **J/505/1759** **Level:** 3 **Credit Value:** 5
Unit Title: Plan a physical education and school sport programme

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: • 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: • 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

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Unit 7 **F/505/1761** **Level:** 3 **Credit Value:** 4
Unit Title: Deliver a physical education and school sport programme

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to establish and maintain relationships with pupils and others involved in the delivery of the physical education and school sport programme	1.1 Summarise information about the programme to teachers, pupils, parents and others (e.g. other coaches or facility management) 1.2 Coordinate the allocation of resources and brief others on their responsibilities and contributions to the programme 1.3 Implement the resources needed to deliver a unit of work and individual planned sessions from within the physical education and school sport annual programme of activity 1.4 Ensure others understand and apply the guidelines for safe practice in physical education and school sport when working with pupils 1.5 Establish positive relationships with pupils and others 1.6 Apply communication styles appropriate to: • Pupil(s) • Others • Delivery of the programme 1.7 Demonstrate how to provide opportunities for pupils to enjoy the learning experience 1.8 Manage pupils' engagement with each other effectively and fairly, in a way appropriate to their needs 1.9 Demonstrate how to adapt own delivery to suit the changing environment and pupil(s') needs and abilities
2. Be able to deliver a high-quality physical education and school sport programme	2.1 Implement the physical education and school sport annual programme of activity 2.2 Demonstrate how to allocate activities to pupils in a way that is appropriate to them and is likely to maximise learning 2.3 Provide demonstrations that are technically correct 2.4 Explain the activities in a way appropriate to the pupils' level of understanding 2.5 Apply motivational techniques to help pupils achieve goals against physical education stated aims 2.6 Implement methods to check pupils' understanding 2.7 Demonstrate how to support a range of abilities to enable pupils to learn and participate effectively 2.8 Apply the principles of inclusion to meet a range of learner's needs
3. Be able to review pupil(s') progress during the implementation of the physical education and school sport programme	3.1 Evaluate pupil(s') performance using methods identified in the evaluation plan 3.2 Compile information on the evaluation of pupil(s') progress and attainment 3.3 Empower pupils to evaluate and recognise their achievements 3.4 Demonstrate how to give appropriate, positive and timely feedback 3.5 Evaluate pupil(s') progress in a fair and equitable manner 3.6 Identify and agree improvements to the programme as a result of the review activities 3.7 Record evaluations in a format that will allow them to be shared

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

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Unit 8 **J/505/1762** **Level:** 3 **Credit Value:** 3
Unit Title: Review the delivery of a physical education and school sport programme

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: • 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

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Unit 9 **H/601/8410** **Level:** 3 **Credit Value:** 3
Unit Title: Organise and lead a sports event or competition

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Plan an event or competition for a specific community group	1.1 Produce a proposal that outlines the structure of the event or competition 1.2 Undertake the planning of an event or competition
2. Promote an event or competition	2.1 Promote the event or competition in a range of ways for a variety of different audiences
3. Work with internal and external partners	3.1 Work effectively with external partners in the planning and delivery of an event or competition 3.2 Work effectively with internal colleagues in the planning and delivery of an event or competition
4. Take part in the evaluation of the event or competition	4.1 Evaluate the event and identify what went well and less well and suggest what should be done differently next time 4.2 Evaluate the impact the event or competition had upon the specific community group 4.3 Report the findings to external partners 4.4 Independently evaluate the role they played, identifying their strengths and areas for development
Assessment	Task

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Unit 10 **T/503/5511** **Level:** 3 **Credit Value:** 3
Unit Title: Preparing for the mentoring role

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Understand own role and responsibilities in relation to mentoring	1.1 Describe the role and responsibilities of the mentor 1.2 Explain the skills required for mentoring 1.3 Identify the need for codes of conduct and ground rules when setting boundaries for mentoring 1.4 Explain the importance of confidentiality in a mentoring relationship
2. Understand ways to identify individual mentoring needs	2.1 Describe ways in which individual coaching needs are identified 2.2 Identify learning needs that can be met through mentoring 2.3 Explain ways to clarify the learner's goals and facilitate their achievement
3. Understand techniques to establish and maintain a mentoring relationship	3.1 Explain key techniques of mentoring that meet learner needs 3.2 Identify resources required for mentoring 3.3 Describe how potential barriers to mentoring can be overcome through building a rapport with individuals in mentoring sessions 3.4 Describe ways of creating an environment in which effective mentoring can take place
4. Understand how to review progress through mentoring	4.1 Describe how to review the mentee's progress well and suggest what should be done differently next time 4.2 Explain how to provide feedback to learners on their progress 4.3 Report the findings to external partners. 4.4 Review own mentoring role and identify areas for development
Assessment	Case Study

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Unit 11 **R/601/7723** **Level:** 3 **Credit Value:** 4
Unit Title: Support gifted and talented learners

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the needs of gifted and talented learners	1.1 Explain the particular gifts or talents of learners in the setting 1.2 Analyse the additional learning needs of gifted and talented learners in the setting 1.3 Identify sources of support for gifted and talented pupils: a) within the setting b) outside of the setting
2. Be able to contribute to planning learning programmes for gifted and talented learners	2.1 Use knowledge of the learners and curriculum to contribute to planning learning programmes to meet the personalised learning needs of gifted and talented learners 2.2 Work with others to identify acceleration, extension and enrichment activities to meet the needs of gifted and talented learners in the setting 2.3 Develop learning activities based on the planned learning objectives to: a) add breadth and depth b) accelerate the pace of learning c) develop higher order learning skills d) promote independent learning e) support reflection and self-evaluation f) maintain learners' motivation and interest 2.4 Select and prepare learning resources relevant to: a) the learners' needs, interests and abilities b) the enriched teaching and learning objectives
3. Be able to support learning activities for gifted and talented learners	3.1 Demonstrate a range of strategies for ensuring the active participation of gifted and talented learners in learning activities 3.2 Work in partnership with learners to support the learning process 3.3 Support learners in evaluating the extent to which the learning activities enabled them to meet their learning objectives 3.4 Support learners to evaluate their learning strategies and achievements and plan future learning 3.5 Provide information to learners about other opportunities for developing their particular gifts or talents
Assessment	Task Witness Testimony

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Unit 12 **F/503/0652** **Level:** 3 **Credit Value:** 16
Unit Title: Facilitate community-based sport and physical activity

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to facilitate community-based sport and physical activity	1.1 Explain the potential which sport and physical activity have for community development 1.2 Explain government policies in relation to sport and physical activity in the community 1.3 Explain the potential which widening community participation has for the development of sport and physical activity 1.4 Explain the relationship between levels of physical activity and health in the community 1.5 Compare and contrast community sports approaches with conventional sports approaches 1.6 Identify and explain key concepts and principles of a community empowerment approach 1.7 Identify own organisation's strategies and policies for community-based sport and physical activity 1.8 Interpret the policies and practices of other organisations which are relevant to own work in community-based sport and physical activity
2. Know how to research the community and establish working relationships	2.1 Identify models and case studies of effective practice in community-based sport and physical activity 2.2 Compare and contrast different types of communities – for example, urban and rural – and how their different features and needs will influence working practices 2.3 Explain why it is important to develop an accurate understanding of the community in which work is carried out 2.4 Evaluate the advantages and disadvantages of different sources of information and research methods which should be used to develop an understanding of the community 2.5 Identify the broad types of community issues that may impact on new programmes of activity 2.6 Explain how to analyse the information collected and how to draw conclusions based on this analysis 2.7 Explain the importance of exploring and challenging assumptions of self or others about the community 2.8 Identify partnerships which may already exist in or with the community 2.9 Explain why it is important to understand relationships and hierarchies in communities and partnerships 2.10 Explain how to identify, establish contact and network with the people most relevant to own work in the community 2.11 Explain why it is important to approach people and establish a relationship with them in a way that is appropriate to them and their expectations 2.12 Explain how to approach people and establish a relationship with them in a way that is appropriate to them and their expectations 2.13 Explain how to build lasting and respectful relationships with people in the community 2.14 Explain why it is important to explain own role, aims and objectives and clarify any information about responsibilities 2.15 Explain the importance of collaborative working and trying,

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2. Know how to research the community and establish working relationships	2.16 Explain how to identify and bring together people in the community who could contribute to and benefit from possible sport and physical activity programmes 2.17 Explain how to identify community needs and ways in which sport and active recreation might address these needs whilst working closely with target communities 2.18 Describe the typical target groups in the community 2.19 Explain the likely 'hooks' that will involve target groups in sport and active recreation 2.20 Explain how to make programmes accessible to target groups 2.21 Explain how to promote programmes to target groups
3. Be able to research the community and establish working relationships	3.1 Collect, organise and analyse as much relevant information about the community as possible 3.2 Explore and challenge assumptions where necessary 3.3 Develop an evidence-based community profile and consult to ensure conclusions are valid 3.4 Make contact with the people most relevant to own work in a way that is appropriate to them 3.5 Explain own role, aims and objectives in a way that is consistent with own organisation's strategy 3.6 Where possible, negotiate how to bring own objectives and those of others into alignment 3.7 Identify and agree ways of working collaboratively and building own relationship 3.8 Record what has been learned, for future reference
4. Know how to plan and deliver sport and physical activity programmes in the community	4.1 Explain how to develop programmes that address issues such as inclusion, personal development, social development, as well as physical and skills-based development 4.2 Explain how to consult effectively in a community and why it is important to make use of community feedback 4.3 Describe why it may be necessary to make use of unconventional facilities for programmes, what types of facilities could be used, and how to adapt them 4.4 Explain how to select staff for community based programmes and the types of skills, qualities and experience to be looked for 4.5 Describe why it is important that staff understand the specific aims and objectives of programme, projects and the organisation as a whole 4.6 Describe why it is important to monitor programmes and respond to new opportunities, interests and needs 4.7 Explain how to encourage and empower people to express community needs 4.8 Explain how to influence people and use evidence-based research to demonstrate how sport and physical activity can benefit 4.9 Explain how to enable people to identify opportunities for participation in sport and physical activity that could address community needs 4.10 Evaluate the advantages and disadvantages of different types of opportunities for participation in sport and physical activity that could address community needs 4.11 Explain why people in the community need to understand their own strengths and weaknesses in relation to planning and providing opportunities 4.12 Explain how to support people in the community to understand their own strengths and weaknesses in relation to planning and providing opportunities

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5. Be able to plan and deliver sport and physical activity programmes in the community	5.1 Bring together people in the community who could contribute to and benefit from possible programmes 5.2 Enable people to identify community needs and possible target groups 5.3 Enable people to see how sport and physical activity programmes could help to meet these needs 5.4 Develop aims, objectives and plans for programmes which will meet community needs and be attractive and accessible to the target groups 5.5 Carry out effective community consultation on plans with relevant people, using feedback to improve plans 5.6 Organise the programmes, using resources most appropriate to the aims and objectives and ensuring inclusivity for the target group 5.7 Promote the programmes in a way that will be attractive to the target groups, and deal with referrals from other agencies when they occur 5.8 Make sure all staff understand the aims and objectives of the programmes and work in a way which will achieve these 5.9 Monitor the programmes and make adjustments taking account of new and emerging interests, needs and opportunities 5.10 Work with people in the community to evaluate the programmes and identify potential improvements and further developments
6. Know how to enable communities to organise and sustain opportunities for participation and progression	6.1 Explain why it is important to encourage people to use their own community resources, for example volunteers, facilities, etc, rather than relying completely on support from other people 6.2 Explain how to identify and address weaknesses in the target community in relation to planning and organising opportunities 6.3 Identify types of conflict that may occur between different sections of the community and how to negotiate conflict resolution 6.4 Explain how to empower people to evaluate and promote the benefits that arise from opportunities for sport and physical activity 6.5 Explain why sustainable development and capacity building are important when developing sport and physical activity within communities 6.6 Explain how to promote the longer term benefits that can arise from target groups having the opportunity to participate in and develop within sport and physical activity 6.7 Explain how to empower people to establish more permanent legacy strategies and structures for sport and physical activity in their community
7. Be able to enable communities to organise and sustain opportunities for participation and progression	7.1 Empower people to identify longer term community needs and explore possible opportunities for participation and progression 7.2 Empower people to identify how they can integrate possible opportunities with existing projects and initiatives 7.3 Empower people to identify and assess their own strengths and weaknesses in relation to these possible opportunities 7.4 Encourage people to make best use of community strengths and resources whilst providing them with the professional support they need to address weaknesses 7.5 Empower people to deal with conflict and negotiate effective ways of working together 7.6 Empower people to evaluate opportunities when they have occurred and to identify the benefits 7.7 Support people to plan and develop a legacy of more permanent structures, skills and resources for participation and progression 7.8 Plan, agree and follow through a strategy for the community to sustain participation and progression without own personal involvement 7.9 Maintain contact with people to evaluate progress and identify any other types of support they may need
Assessment	Worksheets Workplace evidence

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Appendix A: Technical Syllabus for the Level 3 Diploma 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 Diploma 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	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

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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)

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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

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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

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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

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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

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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

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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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Active IQ

Westminster House
The Anderson Centre
Ermine Business Park
Huntingdon PE29 6XY

T 01480 467 950
F 01480 456 283
info@activeiq.co.uk
www.activeiq.co.uk

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