



Specification 2020/21

Level 4 Qualification in Supporting Pupils'
Wellbeing Through Physical Education



**Sports
Leaders**

L4

Qualification Information

Specification 2020

Objective

The **Level 4 Qualification in Supporting Pupils' Wellbeing Through Physical Education** is a nationally recognised qualification that enables successful delegates to become specialists in supporting the emotional and social wellbeing of pupils through physical education.

Total Qualification Time	30
Tutored time (or Guided Learning Hours)	10
Directed study	20
Credits	3
Qualification number (Quan code)	603/6899/8

Who is it for?

Teachers with Qualified Teacher Status (QTS) involved in the teaching of physical education.

Outcomes for the delegate

By undertaking the qualification, delegates will be able to:

- Explain the *importance* of emotional and social wellbeing to pupils' education and wider development.
- Recognise current *challenges* to pupils' emotional and social wellbeing.
- Advocate the *role of physical education* in promoting pupils' emotional and social wellbeing.
- Plan, implement and evaluate *physical education approaches* that:
 - support pupils' emotional and social wellbeing within their *own practice*
 - enable *pupils* to take care of their own emotional and social wellbeing
 - assist *colleagues* to support pupils' emotional and social wellbeing in physical education
- Contribute to the promotion of pupils' emotional and social wellbeing across the *school*.

Impact on pupils of this specialist role

The specialist's work will help pupils to develop positive emotional and social wellbeing by enabling them – in school and beyond – to:

- **Connect** to others and develop a sense of belonging
- **Be active** – physically and mentally
- **Take notice** of their environment and its impact on their emotions
- **Keep learning** and pursue their interests
- **Give** their time, energy, skills and positive attributes.

Assessment

SLQ Sports Leaders has provided an easy-to-use Delegate Evidence Record (DER) for this qualification. The DER is mandatory and uses the following assessments:

- Practical observation through the role of Independent Assessors at the delegates school. Independent Assessors are required to complete the following forms for the relevant unit.
 - Independent Assessor Lesson Observation Form – Unit 2, Task 4
 - Independent Assessor Advocacy Verification Form – Unit 4, Tasks 8 & 9
- Questioning of underpinning knowledge – via worksheets
- Plans and evaluations completed during the course

*Reasonable adjustments can be made for learners who are unable to complete the DER.

The role of the Independent Assessor

The Independent Assessor's role is to support the assessment decisions made by the Tutor/Assessor. They will be internal to the school and will perform the independent assessment and complete the forms named above.

- For the first activity for Unit 2, Task 4, the Independent Assessor must be either your line manager or a member of the school's senior leadership team.
- For the second activity for Unit 4, Tasks 8 and 9, the Independent Assessor must be a member of the school's senior leadership team. The person should have the remit for the whole school's management of emotional and social wellbeing and a senior role in teaching and learning.

A delegate could have one Independent Assessor perform both activities, or a different Independent Assessor for each activity.

Professional Learning Centre (PLC) delivery resources

Guidance and support resources to enable you to deliver the qualification and assess delegates are provided. These include:

- Qualification specification
- Delegate Evidence Record
- Delivery resources for each module (slides including information and suggested tasks)
- Independent Assessor forms
- Quality Assurance Review Checklist
- Internal Verification forms

Training requirements for your PLC

Tutor training is mandatory for centres planning to deliver SLQ Sports Leaders qualifications. The following training is mandatory for any PLC:

- A minimum of one person per PLC must undertake tutor/assessor training, which is a two-hour webinar.
- A minimum of one person per PLC must complete the Association for Physical Education (afPE) content training.

- Centre course managers (CCMs) must complete e-training.
- Internal verifiers (IV) must complete the internal verification e-training.

Visit LEAP to access the different training components.

Policies

When agreeing to the terms and conditions, all PLCs must acknowledge that the following policies are in place and accessible to both learners and tutors as required:

- Complaints policy
- Malpractice and maladministration policy
- Appeals policy.

Our quality assurance engagements will check these are in place and whether they have been accessed in the last 12 months. If you have any questions regarding this requirement, please contact your Senior Quality Assurance Officer or your Customer Services Team member as soon as possible. We are happy to offer guidance regarding these policies if required.

Progression

Delegates may progress to further qualifications or professional development, such as:

- Level 5/6 Certificate in Primary School Physical Education Specialism
- A stepping stone to taking on additional responsibilities in school.

Price

The price list for all SLQ Sports Leaders qualifications, awards and additional resources can be found [here](#)

Level 4 Qualification in Supporting Pupils' Wellbeing Through Physical Education

Units All units are mandatory	Guided learning (tutor time)	Directed study	Total qualification time (TQT)
Unit 1 – Understanding how physical education can impact on pupils' emotional and social wellbeing			
Assessment Tasks: Task 1 – Emotional and social wellbeing in children and young people Task 2 – The role of physical education in contributing to positive emotional and social wellbeing Task 3 – Emotional and social wellbeing learning outcomes for a physical education lesson	4	3	7
Unit 2 – Implementing an emotional and social wellbeing-based approach to physical education			
Assessment Tasks: Task 4 – Plan, deliver and review a physical education lesson that promotes pupils' emotional and social wellbeing Task 5 – An emotional and social wellbeing action plan for physical education	2	7	9
Unit 3 – Empowering pupils to take care of their own emotional and social wellbeing			
Assessment Tasks: Task 6 – Empowering pupils to adopt health habits	2	6	8
Unit 4 – Drawing on physical education to influence the whole school to promote pupils' emotional and social wellbeing			
Assessment Tasks: Task 7 – The role of an advocate for physical education Task 8 – Advocating the role of physical education in promoting positive emotional and social wellbeing Task 9 – An advocacy report promoting pupils' emotional and social wellbeing across the school	2	4	6
	10	20	30

Units and Assessment Criteria Guidance

Unit 1 - Understanding how physical education can impact on pupils' emotional and social wellbeing		
Assessment criteria	Minimum action required	What needs to be completed
Learning outcome 1 - Understand the importance of emotional and social wellbeing for children and young people		
1.1 Define emotional and social wellbeing for children and young people	Define emotional and social wellbeing in children and young people	Task 1 Emotional and social wellbeing in children and young people
1.2 Describe the factors that contribute to positive emotional and social wellbeing for children and young people	Describe at least three factors that contribute to emotional and social wellbeing in children and young people	
1.3 Summarise the current challenges to children and young people's emotional and social wellbeing	Give three examples of challenges to emotional and social wellbeing in children and young people	
Learning outcome 2 - Understand the importance of promoting positive emotional and social wellbeing in a school setting		
2.1 Describe the impact that positive emotional and social wellbeing can have on pupils	Describe one benefit for pupils of them having positive emotional and social wellbeing.	Task 2 The role of physical education in supporting positive emotional and social wellbeing
2.2 Describe the impact of pupils' emotional and social wellbeing on the whole school	Describe one benefit for the school of having positive emotional and social wellbeing	

Unit 1 – Understanding how physical education can impact on pupils’ emotional and social wellbeing (continued)

Assessment criteria	Minimum action required	What needs to be completed
Learning outcome 3 – Understand how physical education can promote positive emotional and social wellbeing		
3.1 Explain the role of physical education in promoting positive emotional and social wellbeing	Give one example that explains how each of the following can promote positive emotional and social wellbeing: <ul style="list-style-type: none"> • Physical activity • The physical education learning environment • The physical education curriculum • Physical education pedagogy 	Task 2 – as above
3.2 Explain how aspects of physical education can be adapted to promote emotional and social wellbeing	Give an example of how physical education lessons can use the ‘five ways to wellbeing’ to achieve the identified emotional and social wellbeing learning outcomes	Task 3 Emotional and social wellbeing learning outcomes for a PE lesson
3.3 Write emotional and social wellbeing learning outcomes for delivery through physical education	Write at least four learning outcomes for emotional and social wellbeing that could be set for a physical education lesson you plan to deliver	

Unit 2 – Implementing an emotional and social wellbeing-based approach to physical education		
Assessment criteria	Minimum action required	What needs to be completed
Learning outcome 1 – Be able to plan, deliver and review a physical education lesson that promotes pupils’ emotional and social wellbeing		
1.1 Plan a physical education lesson that promotes pupils’ emotional and social wellbeing as well as their physical skills	Plan, deliver and review at least one physical education lesson that promotes pupils’ emotional and social wellbeing, to include: <ul style="list-style-type: none"> Using at least two of the five ways to wellbeing Details of how practices have been adapted for the physical education lesson activity 	Task 4 Plan, deliver and review a physical education lesson that promotes pupils’ emotional and social wellbeing Independent Assessor Lesson Observation Form
1.2 Deliver a physical education lesson that promotes pupils’ emotional and social wellbeing as well as their physical skills		
1.3 Review a physical education lesson that promotes pupils’ emotional and social wellbeing as well as their physical skills	Review the physical education lesson delivered to: <ul style="list-style-type: none"> Give examples, based on subjective indicators, for at least two pupils of how the lesson affected their emotional and social wellbeing Evaluate the effectiveness of the lesson in promoting emotional and social wellbeing Evaluate the effectiveness of own personal skills used to promote pupils’ emotional and social wellbeing 	
1.4 Evaluate own effectiveness in planning and delivering the physical education lesson that promotes pupils’ emotional and social wellbeing		
Learning outcome 2 – Be able to evaluate the role of physical education in promoting pupils’ emotional and social wellbeing		
2.1 Select and use evaluation tools to gauge pupils’ personal perception of their emotional and social wellbeing	Evaluate the potential for physical education to promote pupils’ emotional and social wellbeing, to include: <ul style="list-style-type: none"> Describing the impact it has on pupils. Describing the effective approaches used Creating an action plan for promoting pupils’ emotional and social wellbeing through your future delivery of PE Outlining how other colleagues that teach physical education can adopt approaches 	Task 5 An emotional and social wellbeing action plan for physical education
2.2 Create an action plan for promoting pupils’ emotional and social wellbeing in future physical education lessons		

Unit 3 – Empowering pupils to take care of their own emotional and social wellbeing		
Assessment criteria	Minimum action required	What needs to be completed
Learning outcome 1 – Understand the importance of empowering pupils to take care of their own emotional and social wellbeing		
1.1 Describe how pupils can take care of their emotional and social wellbeing in any environment	Describe four healthy habits that pupils can adopt	Task 6 Empowering pupils to adopt healthy habits Case study
1.2 Explain why pupils should be empowered to take care of their own emotional and social wellbeing	Explain why it is important that pupils should be empowered to take care of their own emotional and social wellbeing, citing at least two reasons	
1.3 Describe the skills pupils need to be able to take care of their own emotional and social wellbeing	Describe four skills that pupils need to be able to take care of their emotional and social wellbeing	
1.4 Compare and contrast the skills and approaches staff can use to empower pupils	Compare and contrast the skills and approaches that are required to empower pupils to select the skills and approach(es) you will take	
Learning outcome 2 – Understand how to involve others in empowering pupils to take care of their own emotional and social wellbeing		
2.1 Identify people and resources that can support pupils to take care of their own emotional and social wellbeing in any environment	Identify at least two resources (including people) that can support pupils to adopt healthy habits and explain how these help to empower pupils to care for their own emotional and social wellbeing	Task 6 – as above
2.2 Explain how to involve specific people and resources in the process of empowering pupils to take care of their own emotional and social wellbeing		
Learning outcome 3 – Be able to use opportunities to empower pupils to take care of their own emotional and social wellbeing		
3.1 Describe different opportunities through which pupils can be empowered to take care of their own emotional and social wellbeing	Describe four opportunities through which pupils can be empowered to adopt healthy habits	Task 6 – as above
3.2 Set a task for pupils that empowers them to take care of their own emotional and social wellbeing	Select one of the four opportunities and set one task for pupils that enables them to take care of their own emotional and social wellbeing	
3.3 Review the effectiveness of the task in empowering pupils to take care of their own emotional and social wellbeing	Collate pupils' feedback on their adopted healthy habits and describe one specific example of how you have empowered pupils to adopt healthy habits to take care of their emotional and social wellbeing	

Unit 4 – Drawing on physical education to influence the whole school to promote pupils’ emotional and social wellbeing		
Assessment criteria	Minimum action required	What needs to be completed
Learning outcome 1 – Understand how to be an advocate of the role of physical education in promoting pupils’ emotional and social wellbeing		
1.1 Define what it means to be an advocate for physical education	Explain what it means to be an advocate for physical education and give two reasons why it is important	Task 7 The role of an advocate for physical education
1.2 Explain the importance of advocating the role of physical education in promoting pupils’ emotional and social wellbeing		
1.3 Outline the skills required to be an effective advocate for physical education	Identify and describe at least four skills that you will need to make your advocacy of physical education effective	
1.4 Describe opportunities to make advocacy effective	Describe one opportunity to advocate the role of physical education in promoting emotional and social wellbeing for each of the following: <ul style="list-style-type: none"> • A senior leader at the school • A colleague who delivers physical education • A colleague who delivers in another curriculum area • A parent/carer 	

Unit 4 – Drawing on physical education to influence the whole school to promote pupils’ emotional and social wellbeing (continued)

Assessment criteria	Minimum action required	What needs to be completed
Learning outcome 2 – Be able to advocate the promotion of pupils’ emotional and social wellbeing in physical education to colleagues that teach physical education		
2.1 Explain why physical education should be used to promote pupils’ emotional and social wellbeing to physical education colleagues	Prepare and make a presentation to <u>colleagues that teach physical education</u> that advocates how to use physical education to promote pupils’ emotional and social wellbeing	Task 8 Advocating the role of physical education in promoting positive emotional and social wellbeing <ul style="list-style-type: none"> • Presentation delivery • Independent Assessor Advocacy Verification Form (to be completed after Task 9)
2.2 Explain how physical education should be used to promote pupils’ emotional and social wellbeing to physical education colleagues	As part of the presentation, give: <ul style="list-style-type: none"> • An overview of the approaches that have been used to promote positive emotional and social wellbeing through physical education lessons • Details of how your work within physical education has empowered pupils to take care of their own emotional and social wellbeing • Lessons learnt from delivery • Ideas for how physical education colleagues can introduce the approaches into future lessons 	

Unit 4 – Drawing on physical education to influence the whole school to promote pupils’ emotional and social wellbeing (continued)		
Assessment criteria	Minimum action required	What needs to be completed
Learning outcome 3 – Be able to advocate physical education approaches that promote pupils’ emotional and social wellbeing with other curriculum areas		
3.1 Share the impact of physical education approaches on pupils’ emotional and social wellbeing with colleagues from other curriculum areas	Prepare and deliver an ‘advocacy report’ <u>to colleagues that teach in other curriculum areas and to senior leaders at the school.</u> As part of the report: <ul style="list-style-type: none"> • Give examples and ideas of how the approaches used in physical education can be adopted in other curriculum areas • Present lessons learnt from physical education for promoting positive emotional and social wellbeing across the curriculum and the whole school making connections to the relevant education inspection framework and provide a summary of how physical education can support a whole school approach • Share the impact that physical education lessons has had on empowering pupils to take care of their emotional and social wellbeing • Give examples of the impact that adopted healthy habits have had on pupils • Give an overview of the people and resources that have been used to support you 	Task 9 An advocacy report promoting pupils’ emotional and social wellbeing across the school <ul style="list-style-type: none"> • Independent Assessor Advocacy Verification Form
3.2 Explain how these physical education approaches can be adapted and adopted in other curriculum areas		
Learning outcome 4 – Be able to support to whole school developments that promote pupils’ emotional and social wellbeing		
4.1 Share the impact of physical education approaches on pupils’ emotional and social wellbeing with senior leaders	Prepare and deliver an ‘advocacy report’ <u>to colleagues that teach in other curriculum areas and to senior leaders at the school</u> – guidance as above	Task 9 – as above
4.2 Explain how physical education can support a whole school approach to promoting pupils’ emotional and social wellbeing		