



## Specification

Level 2 Certificate in Supporting Learning in Physical Education, School Sport and Physical Activity



**Sports  
Leaders**



## Qualification Information

### Objective

The **Level 2 Certificate in Supporting Learning in Physical Education, School Sport and Physical Activity** is a nationally recognised qualification that enables successful delegates to be able to support learning in physical education, school sport and physical activity (PESSPA) through planning, leading and reviewing activities that contribute to a PESSPA programme.

Total Qualification Time	175
Tutored time (or Guided Learning Hours)	80
Directed study	95
Credits	18
Qualification number (Quan code)	610/0562/9

### Who is it for?

Individuals that are involved in supporting schools in their delivery of PESSPA.

### Outcomes for the delegate

By undertaking the qualification, delegates will be able to:

- Understand the key legislation related to PESSPA.
- Understand the principles of teaching physical education, school sport and physical activity.
- Apply the principles of safe practice in physical education, school sport and physical activity.
- Promote the value of lifelong health and wellbeing for pupils
- Apply the principles of inclusion in physical education, school sport and physical activity.
- Plan and prepare, lead and review the delivery activities/sessions that contribute to a physical education, school sport and physical activity programme.

### Impact on pupils of this specialist role

The successful delegate will be able to take on a role to support the delivery of PESSPA programmes in a school to support pupils to:

- Support their **experience** of high quality PESSPA to all pupils
- **Be active** - physically and mentally
- **Be engaged** in PESSPA in their school
- **Keep learning** and pursue their interests and push their skill development
- **Grow** through positive experiences of PESSPA

## Assessment

SLQ Sports Leaders has provided this easy-to-use Delegate Evidence Record (DER) for this qualification.

The DER is mandatory\* and uses the following assessments:

- Practical observation
- Questioning of underpinning knowledge – via templates for evidence collation.
- Plans and evaluations completed during the course

### Written tasks for assessment

The templates in this DER for written tasks have been designed to gather the minimum evidence necessary for delegates to show that they can meet the requirements of the theoretical elements of the qualification.

For example, delegates could:

- Create a poster.
- Deliver a short, filmed presentation.
- Record verbal answers to the questions.
- Use an online application such as jamboard, miro or similar.
- Evidence learning and assessment in another way.

**Alternative methods of gathering and presenting evidence, is allowable as long as :**

- It meets the minimum action requirements.
- It can be submitted to us to be quality assured.
- It is referenced where the alternative evidence can be found against the appropriate question/task in the DER.
- Assessment decisions are recorded, and feedback is given to the delegate in the DER.

### Competence-based evidence

The practical elements of the qualification, where you are putting your learning into practice by planning, delivering and reviewing PESSPA, will be assessed using the documents below:

- Plans for a PESSPA activities
- Planning Assessment Form – for your Tutor/Assessor to complete.
- Practical Observation Form to record assessment decisions that are made when you are leading sessions – for your Tutor/Assessor to complete.
- A Review Assessment Form that can be completed after your led session(s) – for your Tutor/Assessor to complete.

\*Reasonable adjustments can be made for delegates who are unable to complete the DER, however, Centres have the flexibility to support delegates with specific needs by adapting the assessment method.

## **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)
- 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 the Quality Assurance Team or our Administration and Support Team. We are happy to offer guidance regarding these policies if required.

## **Progression**

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

- Level 3 Diploma or Certificate in Supporting the Delivery of Physical Education, School Sport and Physical Activity

## **Price**

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

## Qualification unit summary

### Level 2 Certificate in Supporting Learning in Physical Education and School Sport

Specification from 1<sup>st</sup> March 2022

Units All units are mandatory	Guided learning (tutor time)	Directed study	Total qualification time (TQT)
Unit 1 - Key legislation related to physical education, school sport and physical activity	12	10	24
Unit 2 - Principles of teaching physical education, school sport and physical activity	10	8	18
Unit 3 - Principles of safe practice in physical education, school sport and physical activity	10	10	20
Unit 4 - Promoting lifelong health and wellbeing	8	10	18
Unit 5 - Principles of inclusion in physical education, school sport and physical activity	10	8	17
Unit 6 - Plan and prepare for physical education, school sport and physical activity sessions	10	12	22
Unit 7 - Lead physical education, school sport and physical activity sessions	12	25	37
Unit 8 - Review physical education, school sport and physical activity sessions	8	12	20
	<b>80</b>	<b>95</b>	<b>175</b>

# Unit and Assessment Criteria Guidance

Level 2 Certificate in Supporting Learning in Physical Education and School Sport  
Specification from 1<sup>st</sup> March 2022

The following pages detail the Learning Outcomes, Assessment Criteria and minimum action for the eight units of this qualifications.

All eight units are mandatory, and each delegate is required to be assessed against and must successfully achieve each of the assessment criteria to be awarded the qualification certificate.

Please see the Delegate Evidence Record (DER) for specific instructions on what is required for each unit. The DER gives delegates suggested templates and worksheets for the theoretical parts of the qualification and guidance on what is expected for the practical planning and delivering of PESSPA. The DER is a mandatory document for all delegates and assessment must be recorded in it.

# Unit 1: Key legislation related to physical education, school sport and physical activity

Assessment Criteria – delegates can...	Minimum action
<b>Learning Outcome 1 – Know current policy on physical education, school sport and physical activity</b>	
1.1 Outline the current PESSPA landscape	Delegates must outline all of the following: <ul style="list-style-type: none"> <li>• The School Games Programme</li> <li>• Physical Education and school sport premium (primary) (England only)</li> <li>• Relevant sport body’s school-based strategies</li> <li>• Schools inspectorate requirements for PESSPA</li> <li>• School sport and physical activity action plan</li> <li>• Any other national strategies they feel are relevant</li> </ul>
1.2 Describe the impact that recent and current policy has/had on PESSPA	Delegates must select any two recent or current Government policies/strategies and describe the impact each has had on physical education and school sport in your school.
<b>Learning Outcome 2 – Know the physical education curriculum</b>	
2.1 Outline the physical education curriculum	For either primary or secondary, delegates must outline the curriculum for physical education, including its: <ul style="list-style-type: none"> <li>• Structure and format</li> <li>• Content</li> <li>• Purpose</li> <li>• Aims</li> <li>• Expectations</li> <li>• Outcomes</li> </ul>
2.2 Outline the impact of the curriculum on the delivery of PESSPA	Using real-life examples, delegates must outline the impact that the curriculum has on the delivery of PESSPA.
<b>Learning Outcome 3 – Understand characteristics of movement at different stages of child development</b>	
3.1 Describe fundamental characteristics of movement at different stages of child development	With reference to the physical education curriculum where appropriate, delegates must describe characteristics of movement in: <ul style="list-style-type: none"> <li>• infancy (birth to 1 year)</li> <li>• early years (1 to 3 years)</li> <li>• childhood (4 to 7 years)</li> <li>• puberty (8 to 12 years)</li> <li>• adolescence (13 to 16 years)</li> </ul>
<b>Learning Outcome 4 – Understand the domains in which children grow and learn</b>	
4.1 Outline cognitive, affective and psychomotor domains in relation to physical education	Delegates must outline the cognitive, psychomotor and affective (head, heart, hands) domains in terms expectations for physical education.
4.2 Explain the importance of considering the domains when planning and delivering sessions	Delegates must explain the importance of planning and delivering activities which engage all pupils’ head, heart and hands.

## Unit 2: Principles of teaching physical education, school sport and physical activity

Assessment Criteria - delegates can...	Minimum action
Learning Outcome 1 - Understand the similarities and differences between a physical education teacher and a coach	
1.1 Describe the purpose of a physical education teacher and a coach	Delegates must describe the purpose of a PE teacher and the purpose of a coach
1.2 Compare and contrast the roles and responsibilities of a physical education teacher and those of a coach	Delegates must describe at least three roles and three responsibilities that are common to PE teachers and coaches, and at least three roles and three responsibilities that are different to each role. They must also outline why each identified role and responsibility is the same or different.
1.3 Compare the skills and behaviours needed by a physical education teacher and by a coach	Delegates must compare at least five skills and/or behaviours that PE teachers and coaches will both require, and explain how/why they will be necessary in each role.
1.4 Compare and contrast the basic teaching and coaching processes	Delegates must outline the similarities and differences in basic teaching and coaching models, including: <ul style="list-style-type: none"> <li>• Plan-perform-evaluate (teaching)</li> <li>• Plan-do-review (coaching)</li> </ul>
Learning Outcome 2 - Know teaching and learning strategies and preferred learning styles	
2.1 Define teaching and learning strategies	Delegates must define each of the following steps on the Mosston and Ashworth teaching and learning strategies continuum: <ul style="list-style-type: none"> <li>• Command</li> <li>• Practice</li> <li>• Reciprocal</li> <li>• Self-check</li> <li>• Inclusion</li> <li>• Guided discovery</li> <li>• Problem solving</li> <li>• Individual programme</li> <li>• Learner initiatives</li> <li>• Self-teaching</li> </ul>



2.2 Outline the link between teaching and learning strategies, teaching styles and high quality PESSPA provision	Delegates must outline the ways in selected teaching and learning strategies (as identified on the Mosston and Ashworth continuum) and teaching styles, can impact the success of PESSPA, e.g.: <ul style="list-style-type: none"> <li>• The link between teaching and learning strategies and preferred teaching style</li> <li>• The importance of progressive teaching and learning strategies</li> <li>• The gateway to learning</li> </ul> Delegates can use real-life examples to support their answer where possible.
2.3 Describe the commonly preferred learning styles	Delegates must describe the following four learning styles* (VARK): <ul style="list-style-type: none"> <li>• Visual</li> <li>• Auditory</li> <li>• Reading / writing</li> <li>• Kinaesthetic</li> </ul> *Learning styles could also be referred to as learning channels
2.4 Describe the importance of a multimode approach when considering preferred learning styles	Delegates must describe the ways in which a multimode approach could positively impact pupils' understanding, enjoyment and success in PESSPA, using real-life examples where possible.
2.5 Explain the impact of pupils' preferred learning styles on the planning and delivery of PESSPA	Delegates must explain at least one way that each of the identified learning styles can be considered in the planning and teaching of PESSPA.
2.6 Outline methods of identifying pupils' preferred learning styles	Delegates must outline at least 2 ways in which they could identify pupils preferred learning styles
Learning Outcome 3 - Be able to accommodate a range of learning styles in PESSPA	
3.1 Recognise preferred learning styles in a PESSPA setting	Delegates must identify the preferred learning styles/channels of at least three different pupils
3.2 Plan for a range of identified learning styles in PESSPA	Delegates must plan an activity, accounting for at least three different learning styles/channels in their planning.

## Unit 3: Principles of safe practice in physical education, school sport and physical activity

Assessment Criteria – delegates can...	Minimum action
Learning Outcome 1 – Know legal principles and key legislation relating to safe practice in PESSPA	
1.1 Outline legal principles and key legislation relating to safe practice in PESSPA	<p>Outline key information contained within any two of the following (or equivalent legal acts in your nation)::</p> <ul style="list-style-type: none"> <li>• The Health and Safety at Work Act 1974</li> <li>• Occupiers' Liability Acts 1957 and 1984</li> <li>• Education Act (2002)</li> <li>• The Protection of Children Act 1999 (and the Police Act 1997); Children Act 2004 and The Safeguarding Vulnerable Groups Act (2006) (including safeguarding updates – most recent 2015)</li> <li>• Special Educational Needs (SEN) and Disability Act (2001) and Disability Discrimination Act (2005) Equality Act (2010)</li> <li>• "Common Sense, Common Safety" 2010</li> <li>• The Protection of Freedoms Act 2012 which established the DBS (Disclosure and Barring Service)</li> </ul>
Learning Outcome 2 – Understand the importance of duty of care for the safeguarding of pupils	
2.1 Explain the link between duty of care and safeguarding	Delegates must define the terms 'duty of care' and 'safeguarding' and explain how they are linked.
2.2 Describe the duty of care responsibilities for those teaching physical education	<p>Delegates must describe the 'duty of care' responsibilities they have for their pupils, including each of the elements below:</p> <ul style="list-style-type: none"> <li>• minimum industry standard</li> <li>• in loco parentis</li> <li>• acceptable level of expertise</li> <li>• appropriate behaviour</li> <li>• managing risks</li> <li>• good practice</li> <li>• communication with stakeholders</li> </ul>
2.3 Outline steps that can be taken to protect the support teacher from safeguarding incidents	Using real life examples where possible, delegates must outline steps that can be taken individually and/or organisationally to protect them as a support teacher from safeguarding incidents and/or accusations
2.4 Describe the importance of treating information about pupils confidentially	Delegates must describe why it is important to treat pupil and/or personal information confidentially.
2.5 Outline actions to be taken regarding disclosure	<p>Delegates must outline the actions they would take regarding disclosure, making reference to their school policy, including:</p> <ul style="list-style-type: none"> <li>• If you suspect abuse, but there is no disclosure</li> <li>• If abuse is disclosed to you (partially and/or fully)</li> </ul>

Learning Outcome 3 - Know how to ensure the planning and delivery of safe practical sessions	
3.1. Outline the importance of a risk assessment	Delegates must outline the importance of: <ul style="list-style-type: none"> <li>• Risk assessment prior to the session</li> <li>• Dynamic risk assessment during the session</li> </ul>
3.2 Identify incidents that could occur in a practical physical education and school sport setting	Delegates must identify at least five different incidents which could occur in a practical setting and pose a risk to pupil and/or colleague safety.
3.3 Outline the use of ground rules and behaviour management to optimise session safety	Delegates must outline the ways in which setting ground rules and managing pupil behaviour can support the delivery of safe sessions, reflecting on their own experience where possible.
3.4 Describe how deal with injury, incidents and emergency situations which may occur	Delegates must use organisational policies and procedures (where they exist) to describe how they would deal with: <ul style="list-style-type: none"> <li>• Injury</li> <li>• Illness</li> <li>• Emergency situations</li> </ul> should they occur within a session they are supporting
Learning Outcome 4 - Be able to follow organisational procedures to maintain a safe teaching and learning environment	
4.1 Complete, and take action in light of a risk assessment prior to session delivery	Delegates must complete a risk assessment, using an accepted format, prior to the delivery of a session. Delegates must take appropriate action, based on the findings of the risk assessment, to ensure the safe planning and delivery of the session.
4.2 Set and enforce ground rules and manage behaviour to maximise safe session delivery	Delegates must work within organisational policy to: <ul style="list-style-type: none"> <li>• Introduce and enforce set rules</li> <li>• Manage pupil behaviour</li> <li>• Maximise the safety of the session</li> </ul>
4.3 Manage the delivery of a session to maximise the safety of all involved	Delegates must manage their session delivery to maximise safety, including: <ul style="list-style-type: none"> <li>• Teaching safety e.g. <ul style="list-style-type: none"> <li>○ Identifying potential hazards with pupils</li> <li>○ Highlighting safety procedures</li> </ul> </li> <li>• Teaching safely e.g.: <ul style="list-style-type: none"> <li>○ Using dynamic risk assessment</li> <li>○ Adhering to organisational policies and procedures</li> <li>○ Taking appropriate steps to maintain personal safety from risk and accusations</li> <li>○ Ensuring pupils are: <ul style="list-style-type: none"> <li>▪ fully prepared for the session (e.g. kit, equipment, warm up etc.)</li> <li>▪ safe during the session (e.g. use of good practice, appropriate activities and equipment)</li> <li>▪ involved in a safe session ending (e.g. cool down, take down and storage of equipment etc.)</li> </ul> </li> </ul> </li> </ul>

## Unit 4: Promoting lifelong health and wellbeing

Assessment Criteria – delegates can...	Minimum action
<b>Learning Outcome 1 – Know the impact of national and local policy, guidance and strategies regarding health and wellbeing, on PESSPA</b>	
1.1 Outline key features of legal requirements, national policy and/or guidance relating to the promotion of lifelong health and well-being for children and young people	Delegates must outline, relevant to children and young people: <ul style="list-style-type: none"> <li>• Recommended physical activity guidelines</li> <li>• Personal development (e.g. as in the Ofsted framework)</li> <li>• Eatwell guide</li> <li>• Any other relevant legislation, policy or guidance</li> </ul>
1.2 Describe national and/or local strategies designed to positively impact the health and wellbeing of children and young people	Delegates must describe at least 3 national and/or local strategies that have been designed to positively impact the health and wellbeing of children and young people, e.g. Change4Life <ul style="list-style-type: none"> <li>• 5 a day</li> <li>• Daily mile</li> <li>• Local strategies</li> </ul>
1.3 Explain the impact of national or local strategies on the delivery of PESSPA	Delegates must explain ways in which local and/or national strategies have impacted the delivery of PESSPA, using at least 2 different real-life examples
<b>Learning Outcome 2 – Know the importance of promoting lifelong health and wellbeing through PESSPA</b>	
2.1 Explain the positive impact PESSPA can have on health and wellbeing	Delegates must explain ways in which participation in PESSPA can have positive benefits for pupils: <ul style="list-style-type: none"> <li>• Mental health and wellbeing</li> <li>• Social health and wellbeing</li> <li>• Physical health and wellbeing</li> </ul>
2.2 Explain the link between positive PESSPA experiences and lifelong attitudes to physical activity participation	Delegates must explain the ways in which PESSPA experiences can impact attitudes to and the likelihood of ongoing commitment to regular participation
<b>Learning Outcome 3 – Be able to promote lifelong health and wellbeing through PESSPA</b>	
3.1 Share with pupils the key benefits of maintaining a healthy and active lifestyle	Delegates must share with pupils clear and appropriate information to support their understanding of the importance of leading a healthy and active lifestyle.
3.2 Share with pupils steps they can take to support a healthy and active lifestyle	Delegates must share with pupils appropriate steps they could take, that may support a healthy and active lifestyle.
3.3 Encourage pupils' continued participation in physical activity	Delegates must share information and positive messages which could encourage pupils to maintain their physical activity participation e.g. <ul style="list-style-type: none"> <li>• signposting to relevant opportunities</li> <li>• sharing positive messages</li> <li>• creating curricular and/or extra-curricular opportunities for continued adherence</li> </ul>

## Unit 5: Principles of inclusion in physical education, school sport and physical activity

Assessment Criteria – delegates can...	Minimum action
Learning Outcome 1 – Understand barriers and enablers to learning and participation for all pupils	
1.1 Explain pupils' key barriers to learning and participation in PESSPA	Delegates must explain at least four different barriers which may inhibit pupils' participation in and/or the effectiveness of their learning and development in PESSPA
1.2 Explain ways to minimise or overcome key barriers to learning and participation in PESSPA	For the four previously identified barriers, delegates must explain ways to minimise or overcome each, in order that pupils' learning, development and participation is maximised.
Learning Outcome 2 – Understand the impact of pupils' abilities and experiences on PESSPA	
2.1 Explain why it is important that pupils' ability and previous experiences are established prior to session planning and delivery	Delegates must explain why they will need to assess pupils' ability and previous experiences before they can plan and deliver activities for them.
2.2 Explain the difference between focusing on the ability as opposed to the disability of pupils	Delegates must explain what is meant by focussing on pupils' ability rather than disability and the impact that this shift in focus might have on the access to and success of sessions
Learning Outcome 3 – Know how to plan, deliver and review inclusive sessions	
3.1 Outline planning considerations for inclusive sessions	Delegates must outline the use of the following in planning sessions which are inclusive: <ul style="list-style-type: none"> <li>• use of the inclusion spectrum</li> <li>• following accepted guidelines</li> <li>• adaptation to activity, equipment, environment</li> <li>• Staff/pupil ratios</li> <li>• safety procedures</li> </ul>
3.2 Outline ways in which session delivery can support inclusivity	Delegates must outline the use of the following in the delivery of sessions which are inclusive: <ul style="list-style-type: none"> <li>• delivery approach</li> <li>• appropriate communication</li> <li>• dynamic adaptation</li> <li>• session management</li> <li>• use of support staff</li> </ul>
3.3 Outline ways in which reviewing inclusive strategies can support professional development	Delegates must outline the ways in which reviewing the tools and strategies they have used to optimise inclusivity in their activities/session, can support their development in this area.

Learning Outcome 4 - Understand the principles of behaviour management and how it affects inclusion	
4.1 Explain ways in which successful behaviour management can support inclusion	Delegates must explain the positive link between effective behaviour management in sessions, and all pupils achieving to the best of their ability.
4.2 Describe a variety of methods to deal with challenging behaviour	Using real-life examples where possible, delegates must describe at least three different strategies that could be used to manage challenging behaviour during a session.
Learning Outcome 5 - Be able to plan, lead and review inclusive activities	
5.1 Plan activities which use differentiation to ensure inclusion for all	Delegates must plan at least three differentiated activities, which consider and cater to the needs and abilities of different pupils. These should include activities that are differentiated by: <ul style="list-style-type: none"> <li>• task</li> <li>• outcome</li> <li>• equipment</li> </ul>
5.2 Lead differentiated activities which cater for all needs and abilities	Delegates must lead their planned activities, ensuring they use appropriate delivery approaches, communication and session management to meet all pupils' needs and allow access to learning
5.3 Review the effectiveness of the tools and strategies used to plan and lead inclusive activities	Delegates must review the effectiveness of the differentiated activities they have planned and led, identifying how successfully they met pupil needs and where changes could be made in the future

## Unit 6: Plan and prepare for physical education, school sport and physical activity

Assessment Criteria – delegates can...	Minimum action
<b>Learning Outcome 1 – Be able to plan PESSPA</b>	
1.1 Collect the information needed to plan PESSPA activities	Delegates must collect all required information to enable them to plan the activity/session appropriately, including: <ul style="list-style-type: none"> <li>• establishing pupils’ ability levels and prior experience</li> <li>• equipment and facilities that will be available for the activities/session</li> </ul>
1.2 Create activity plans that meet the outcomes of the session/overall programme	Delegates must use appropriate methods to record activity/session planning that is linked to wider session/programme plans
1.3 Create activity plans that meet the needs and potential of all pupils	Delegates must create activity/session plans that meet the needs and potential of all pupils
1.4 Create activity plans that have realistic outcomes, objectives, format and timings	Delegates must create activity/session plans that: <ul style="list-style-type: none"> <li>• has achievable and realistic outcomes and objectives</li> <li>• is appropriate for the time available</li> <li>• follows a coherent and logical format</li> </ul>
1.5 Create activity plans that meet health and safety requirements	Delegates must ensure that their planning meets all relevant health and safety requirements
1.6 Get approval for the plans from the person responsible for the session/overall programme	Delegates must share and gain approval for their plans, with a supervisor, prior to carrying them out
<b>Learning Outcome 2 – Understand the importance of planning and preparation on the success of activities, sessions and programmes</b>	
2.1 Describe the importance of careful and thorough planning and preparation for activities, sessions and programmes	Delegates must describe at least three reasons why careful and thorough planning and preparation is important for successful activities/sessions
2.2 Describe how the planned activities relate to the overall session and programme outcomes	Delegates must describe ways in which their planned activities/session relates to wider programme outcomes
2.3 Explain the chosen structure and format of the planned activities/session	Delegates must explain why they have selected the identified format and structure of their activity/session
2.4 Describe health and safety considerations relevant to the planned activities/sessions	Delegates must describe the health and safety considerations relevant to the activities/sessions they have planned
2.5 Identify circumstances that may require plans to change and how these might impact the plan	Delegates must identify at least three circumstances that could change between planning and delivering their activities/sessions, and also identify the impact the identified changes in circumstance might have on their plans
2.6 Describe how to adapt the plan to meet changing environmental or pupil needs	Delegates must describe at least three ways in which they could adapt their activity/session plans to meet changes to pupil and/or environmental needs
2.7 Outline why it is important to get the approval of the person responsible for the session/overall programme	Delegates must outline why it is important to gain approval for their plans, from a supervisor, prior to delivering the activities/sessions

## Unit 7: Lead physical education, school sport and physical activity sessions

Assessment Criteria – delegates can...	Minimum action
<b>Learning Outcome 1 – Be able to prepare pupils for sessions</b>	
1.1 Create a positive and welcoming start to the session	Delegates must create a positive start to their session, this may include: <ul style="list-style-type: none"> <li>• meeting the pupils on time</li> <li>• welcoming pupils to the session</li> <li>• helping pupils to feel relaxed/allaying any fears they might have</li> </ul>
1.2 Follow organisational procedures at the start of the session	Delegates must follow own organisation's procedures at the start of the activity/session, this may include: <ul style="list-style-type: none"> <li>• checking attendance</li> <li>• following changing procedures</li> <li>• reminding of organisational rules/behaviour policy</li> </ul>
1.3 Share with pupils the outcomes and objectives of the session and how they contribute to the overall programme	Delegates must share with pupils the objectives of the activity/session and inform them of how these fit into the wider programme
1.4 Ensure pupils are prepared for the session	Delegates must ensure pupils are prepared for the activity/session physically, mentally and practically, this may include: <ul style="list-style-type: none"> <li>• Warm up activities</li> <li>• Checking kit, hair, jewellery etc</li> <li>• 'checking in' to establish motivation levels for the activity/session</li> </ul>
<b>Learning Outcome 2 – Be able to deliver safe and inclusive sessions</b>	
2.1 Use a range of verbal and non-verbal communication methods to enable appropriate two-way communication	Delegates must use a range of communication skills to share information with and receive information from pupils, including: <ul style="list-style-type: none"> <li>• Verbal communication e.g. clear instructions, correct terminology etc.</li> <li>• Non-verbal e.g. demonstration, positive body language etc.</li> <li>• Use of questions and active listening</li> </ul>
2.2 Develop the activities at a pace suited to the pupils' needs and abilities	Delegates must deliver activities at a pace to suit all pupils' needs and abilities, recognising when pupils are ready to move on and when they need additional time to achieve.
2.3 Use appropriate techniques to maintain pupils' motivation	Delegates must employ a range of appropriate motivation methods to maintain pupils' interest and enthusiasm throughout the activities/session, these might include: <ul style="list-style-type: none"> <li>• competition (against self and/or others)</li> <li>• fun and variety</li> <li>• rewards (intrinsic and/or extrinsic)</li> </ul>



2.4 Apply appropriate methods to promote positive behaviour	Delegates must support procedures and apply management to ensure the pupils' behaviour maintains an appropriate learning environment
2.5 Continually assess pupil progress and give timely and appropriate feedback	Delegates must use ongoing assessment to monitor pupil progress, giving feedback and offering support as necessary.
2.6 Dynamically adapt planned activities to meet any new needs and opportunities	Delegates must adapt activities on an ongoing basis as required; progressing, regressing, correcting and modifying as necessary, to ensure all pupils can achieve their best
2.7 Manage time effectively	Delegates must manage activity and session time effectively, ensuring time limits are adhered to and pace and flow of the activities/session are appropriate
2.8 Follow planned health and safety procedures	Delegates must follow all planned health and safety procedures to optimise the safety and welfare of pupils and colleagues
2.9 Identify and control any new risks when they occur	Delegates must identify any new risks as they occur and takes steps to manage them appropriately
<b>Learning Outcome 3 - Be able to conclude sessions</b>	
3.1 Draw activities to a conclusion	Delegates must manage self and pupils effectively to bring the activity/session to a timely end
3.2 Conclude an activity/session	Delegates must use appropriate strategies to end the activity/session effectively, this may include: <ul style="list-style-type: none"> <li>• plenary</li> <li>• summing up/recap</li> <li>• checking understanding</li> <li>• future learning</li> </ul>
3.3 Encourage and support pupils to be responsible for putting equipment away	Delegates must support pupils to take down, put away and store equipment, following organisational and safety procedures as required
3.4 Follow organisational procedure to conclude the activity/session and dismiss pupils	Delegates must finish the activity/session and dismiss pupils in a safe and orderly fashion, following organisational procedure where relevant
3.5 Follow organisational procedures for recording the activity/session and any incidents	Delegates must follow organisational procedures and use associated documentation to record the activity/session (if required) and any incidents that occur
3.6 Encourage pupils to continue or expand their participation after the session	The delegate must share with pupils how they can continue their participation outside of the activity/session, this may include: <ul style="list-style-type: none"> <li>• encouraging pupils to take responsibility for their own learning</li> <li>• signposting them to further opportunities</li> </ul>
3.7 Discuss the activities/session with the person responsible for the session	Following the activity/session, the delegate must discuss it with their supervisor/mentor, in order to: <ul style="list-style-type: none"> <li>• gain feedback</li> <li>• explore strengths and areas for development</li> <li>• establish a development plan</li> </ul>

## Unit 8: Review physical education, school sport and physical activity sessions

Assessment Criteria – delegates can...	Minimum action
<b>Learning Outcome 1 – Understand the importance of review to support the development of successful activities/sessions</b>	
1.1 Explain the role that review can play in supporting the development of own and pupil achievement	Delegates must explain at least two ways in which review performance can support the development of each of: <ul style="list-style-type: none"> <li>• themselves as a support teacher</li> <li>• the pupils they work with</li> </ul>
1.2 Outline tools and methods that can be used to review activities and sessions with pupils	Delegates must outline at least four different ways in which they can gain feedback to support the review of activities/sessions
1.3 Outline tools and methods that can be used to support own self-review	Delegates must outline at least three different ways in which they can carry out self-review
<b>Learning Outcome 2 – Be able to review activities, which contribute to PESSPA sessions/programmes</b>	
2.1 Support all pupils to be part of the review process	Delegates must take appropriate steps to ensure all pupils are able to be part of the review process, this may include: <ul style="list-style-type: none"> <li>• selecting a suitable time and place to review</li> <li>• using different tools or methods to enable all to access the review process</li> <li>• helping delegates to see the value of their feedback to the teaching and learning process</li> </ul>
2.2 Select and use a range of review tools and/or methods	Delegates must select and use at least three different tools and/or methods to gain feedback from pupils and/or in relation to the success of delivered activities/sessions
2.3 Discuss with pupils how well the activity/session achieved its outcomes	Delegates must use appropriate methods to share with pupils the review findings
<b>Learning Outcome 3 – Be able to review own performance to support personal development</b>	
3.1 Select and use appropriate tools and methods to review own performance	Delegates must select and use at least two different tools and/or methods to review the effectiveness of their own performance
3.2 Identify strengths and areas for development relating to own performance	Delegates must use the review findings to identify strengths and areas for development of their professional practice
3.3 Create a personal action plan, based on review of own performance	Delegates must create a personal action plan, based on the review findings, which: <ul style="list-style-type: none"> <li>• identifies areas in need of development</li> <li>• outlines steps to be taken to develop identified areas</li> <li>• states realistic timescales</li> <li>• Identifies who can support them during the process</li> <li>• Outlines ways in which success will be measured</li> </ul>

To find out more about how our professional development qualifications can help your delegates develop their skills in delivering and supporting high quality provision of PE, School Sport and Physical Activity, get in touch!

Email [contact@sportsleaders.org](mailto:contact@sportsleaders.org).

