

Specification

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



Qualification Information

Objective

The **Level 3 Certificate in Supporting the Delivery of Physical Education, School Sport and Physical Activity** is a nationally recognised qualification that enables successful delegates to be able to support the delivery of physical education, school sport and physical activity (PESSPA) through planning, leading and reviewing activities that contribute to a PESSPA programme in the school setting.

Total qualification time	298 hours
Tutored time (or guided learning)	128 hours
Directed study	170 hours
Credits	30
Qualification number (Quan code)	610/0563/0
Minimum age	17 (18+ for certification)

Who is it for?

This qualification is for individuals that are involved in supporting schools in their delivery of PESSPA.

Outcomes for the delegate

By successfully completing the qualification, delegates will:

- understand schools and the principles of teaching PESSPA;
- safeguard children and young people in PESSPA;
- maintain health and safety of pupils in PESSPA;
- support children to develop through PESSPA, relative to their expected development;
- advocate the benefits of PESSPA for pupils;
- implement diversity and inclusion principles in PESSPA;
- support assessment for learning in PE;
- plan, deliver and review a PESSPA unit of learning.

Impact on pupils of this 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:

- **experience** high quality PESSPA;
- **be active** physically and mentally;
- **be engaged** in PESSPA, both in school and in their communities;
- **keep learning**, pursue their interests and push their skill development;
- **grow** through positive experiences of PESSPA.

Delivery

Centres can decide how best to deliver this qualification, depending upon their individual circumstances and needs of their delegates.

The qualification includes both theory and practical elements, and delegates cannot achieve all criteria without undertaking work within a school or education setting.

Assessment

Our ‘no surprises’ approach to assessment and evidence collation means that we provide all documentation the delegate needs to meet the minimum requirements of the qualification. In addition, the guidance below can help centres support delegates through their assessment.

Delegate evidence record (DER)

All delegates will get access to an easy-to-use DER which they can complete electronically or as a hard copy document.

The DER is mandatory and includes a mix of:

- tasks that check underpinning knowledge – delegates are required to compile their own work to add to the DER;
- instructions and guidance on the planning and practical requirements of the qualification - completed by delegates during the course;
- assessment forms - to be completed by the tutor.

Recognition of prior learning

Delegates who bring prior knowledge to the course may be assessed without having covered all taught elements a particular task or unit. They must still provide evidence that they can meet the minimum action required, either by completing the DER or by providing appropriate alternative evidence (see Recognition or Prior Learning Policy for further details).

Written tasks for assessment

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

Although, as a minimum, successful completion of all written assignments is required, there is flexibility for delegates to replace written answers with alternative evidence. For example, in place of a written answer, 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.

Competence-based evidence

The practical elements of the qualification will be assessed using:

- plans for PESSPA activities – created/completed by the delegate;
- practical observation forms to record assessment decisions that are made when the delegate is leading sessions – for the tutor to complete;
- evaluation of PESSPA activities – completed by the delegate.

Reasonable adjustments

Reasonable adjustments can be made for delegates who are unable to complete the DER, and centres have the flexibility to support delegates with specific needs by adapting the assessment method. Please refer to the Reasonable Adjustments Policy for guidance.

Alternative methods of gathering and presenting evidence may be 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.

Practical delivery requirements

To meet the practical delivery requirements of the qualification, delegates must:

- plan a six hour unit of learning;
- deliver some/all of the planned unit of learning or other sessions, in order to demonstrate achievement of all relevant assessment criteria.

Professional qualification centre (PQC) 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
- Lesson observation form (optional)

Training requirements for your PQC

The following training is mandatory for centres planning to deliver Leadership Skill Foundation qualifications:

- A minimum of one person per PQC must undertake tutor training.
- A minimum of one person per PQC must complete the Association for Physical Education (afPE) content training.
- Centre managers must complete e-training.
- All internal verifiers must complete the internal verification e-training.

Visit the training page of our website for more information.

Policies

When agreeing to the terms and conditions, all PQC's must acknowledge that the following policies are in place and accessible to both delegates and tutors as required:

- Complaints Policy
- Malpractice and Maladministration Policy.
- Appeals Policy

Our quality assurance reviews 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 the:

- Level 3 Diploma in Supporting the Delivery of Physical Activity, School Sport and Physical Activity;
- Level 5 Certificate in Primary School Physical Education Specialism.

Price

The price list for all Leadership Skills Foundation qualifications, awards and additional resources can be found on our website.

Unit overview

Units All units are mandatory		Guided learning hours	Directed study	Total qualification time (TQT)
Unit 1	Professional development	8	10	18
Unit 2	Schools as organisations	8	15	23
Unit 3	Principles of teaching PESSPA	8	15	23
Unit 4	Supporting child and young person development	20	20	40
Unit 5	Safeguarding children and young people in PESSPA	10	15	25
Unit 6	Maintaining health and safety in PESSPA	8	15	23
Unit 7	Implementing principles of equality, diversity and inclusion in PESSPA	8	15	23
Unit 8	Supporting assessment for learning in physical education	10	15	25
Unit 9	Planning a PESSPA unit of learning	20	20	40
Unit 10	Delivering a PESSPA unit of learning	20	20	40
Unit 11	Reviewing a PESSPA unit of learning	8	10	18
		128	170	298

Unit, learning outcome and assessment criterion guidance

The following pages detail the learning outcomes, assessment criteria and minimum action for the 11 units of this qualification.

All 11 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 delivery of PESSPA. The DER is a mandatory document for all delegates and all assessment must be recorded in it.

Unit 1 Professional development

Assessment criteria – delegates can...	Minimum action
Learning outcome 1 – Understand the importance of professional development	
1.1 Explain what is meant by professional development	Delegates must explain the term ‘professional development’ in the context of their job role.
1.2 Explain why it is important to seek to develop professionally	Delegates must explain at least one potential benefit of developing professionally in the context of their job role, for each of: <ul style="list-style-type: none"> • Themselves • Their pupils • The school
1.3 Identify essential professional skills and behaviours that will be needed to effectively carry out their job role	Delegates must identify at least six skills and/or behaviours that will be needed to effectively carry out their job role.
1.4 Explain the potential impact of identified essential professional skills and behaviours on job role success	Delegates must explain the impact of each identified essential skill or behaviour on their job role, including either : <ul style="list-style-type: none"> • potential positive impact of the essential skill/behaviour; • potential negative impact of not utilising an essential skill/behaviour. Delegates should use real-life examples to support their answer where possible.
1.5 Describe organisations and opportunities that can support their professional development	Delegates must describe at least three different organisations and/or opportunities that could help support their professional development.
Learning outcome 2 – Be able to plan for professional development	
2.1 Evaluate tools and methods that can be used to identify and measure strengths and areas for development	Delegates must evaluate at least three tools and/or methods that they could use to: <ul style="list-style-type: none"> • identify and measure own professional skills and behaviours; • highlight strengths and areas for development.
2.2 Audit own professional skills and behaviours at the beginning of the course	Delegates must select and use appropriate tool(s) and/or method(s) to measure their professional skills and behaviours at the start of the course. The audit and action plan must be carried out against the essential skills and behaviours for their job role, highlighting strengths and areas for development.

2.3 Create an action plan to improve identified areas for development	<p>Delegates must plan for the development of identified weaker skills and/or behaviours, including:</p> <ul style="list-style-type: none"> • Which skills and/or behaviours will be targeted. • Steps that will be taken to develop identified areas. • Timescales. • Measures of success. • Available support (e.g. people, resources, etc.).
2.4 Audit own professional skills and behaviours at the end of the course	Delegates must audit their professional skills and behaviours at the end of the course, reviewing the effectiveness of their development plan.
2.5 Plan for the ongoing, longer term development of professional skills and behaviours	Delegates must create an outline plan to continue to develop their professional skills and behaviours, for the ongoing and longer term benefit of their job role.
Learning outcome 3 – Know the positive impact of this qualification on physical education, school sport and physical activity provision	
3.1 Explain how in-school professional skills and behaviours can be of benefit in other environments	Delegates must explain how essential professional skills used in their in-school job role can be of benefit outside of the school environment (e.g. as a community sport coach, in other coaching, leadership or practical settings, in other job roles etc.).
3.2 Describe the positive impact for children and young people, of their professional development	<p>Delegates must describe at least two ways for each identified setting, in which their own professional development will positively impact children and young people's access to and enjoyment of PESSPA, both:</p> <ul style="list-style-type: none"> • in school; • in the community.

Unit 2 Schools as organisations

Assessment criteria – delegates can...	Minimum action
Learning outcome 1 – Know the structure of the school education system	
1.1 Explain the characteristics of different types of schools	<p>Delegates must select four educational establishments of their choice, from the list below:</p> <ul style="list-style-type: none">• Nursery schools• Nursery classes• Primary schools• State secondary schools• Independent schools• Faith schools• Free schools• Grammar schools• Academies• Special schools• Alternative provision (e.g. PRU) <p>Delegates must explain the characteristics of each that they select, to include elements such as potential:</p> <ul style="list-style-type: none">• student demographics (e.g. expected educational attainment, ability to access the curriculum etc.);• style of teaching and learning (e.g. expectations, support needs, approach to learning etc.).
1.2 Describe education-based options for young people aged 16 years old and older	Delegates must describe at least three of the education-based options available to young people aged 16+.

Learning outcome 2 – Understand the physical education curriculum

2.1 Outline what is included in the curriculum across all stages of education	Delegates must outline the key aims and elements of the curriculum across all stages of education (e.g. from early years to key stage 5, broad and balanced curriculum, core subjects, foundation subjects, PSHE etc.).
2.2 Describe the physical education curriculum	<p>For either primary or secondary, delegates must describe the physical education curriculum, including:</p> <ul style="list-style-type: none">• Overall aims• Programme of study including:<ul style="list-style-type: none">○ Purpose○ Aims○ Standards○ Attainment targets
2.3 Evaluate the impact of the physical education curriculum on the delivery of PESSPA	For their chosen setting, delegates must evaluate the impact that the delivery of the physical education curriculum (including school sport and physical activity) has on the progress and attainment of pupils using real-life examples to support their evidence where possible.

Learning outcome 3 – Understand how schools are organised in terms of roles and responsibilities

3.1 Outline the staffing structure at an identified school	For an identified school, delegates must outline the whole staffing structure.
3.2 Describe the roles and responsibilities of school staff	<p>Using examples from a selected school, delegates must describe the roles and responsibilities of:</p> <ul style="list-style-type: none">• school governors;• senior leadership team;• other statutory roles (e.g. SENCO);• PE subject coordinator or head of department;• teachers;• support staff.
3.3 Describe how and why external agencies might work with pupils and schools	Delegates must describe the roles and responsibilities of at least three different external agencies who might work with pupils and/or schools to support them and the work they do (e.g. Ofsted, education welfare officer, physical and mental health services, etc.).

3.4 Explain the impact of identified external organisations on the delivery of PESSPA	Using practical examples, delegates must explain the impact that at least two identified external organisations have had on the delivery of PESSPA in a school.
Learning outcome 4 – Know the purpose of school specific policies and procedures	
4.1 Explain the need for schools to develop their own policies and procedures	Delegates must explain why it is important for a school to develop their own policies and procedures.
4.2 Summarise the policies and procedures schools have	<p>Using real life examples, delegates must summarise different policies and/or procedures that a school has, including one of each that relate to the following:</p> <ul style="list-style-type: none"> • Staff • Health and safety • Child protection • First aid • Teaching, learning and assessment • Equality, diversity and inclusion • Parental engagement • Curriculum
4.3 Evaluate how school policies and procedures may be developed and communicated	Delegates must evaluate the process that schools go through to both develop their policies and procedures, and communicate them to relevant stakeholders.
Learning outcome 5 – Understand school ethos, mission, aims and values	
5.1 Define what is meant by a school's ethos, mission, aims and values	<p>For each aspect, in their school context, delegates must define, with examples, what is meant by:</p> <ul style="list-style-type: none"> • Ethos • Mission/vision • Aims • Values
5.2 Explain how the ethos, mission, aims and values of a school may be reflected in its working practices	Delegates must explain how the ethos, mission, aims and values of a school may be reflected in its day to day working practices, using real life examples.

5.3 Evaluate methods of communicating a school's ethos, mission, aims and values	Using real life examples, delegates must evaluate the way(s) in which a school communicates its ethos, mission/vision, aims and values to pupils, staff, parents and other stakeholders.
Learning outcome 6 – Understand the impact of current policy on physical education, school sport and physical activity	
6.1 Explain ways in which current policy impacts on the day to day implementation of PESSPA	<p>Using real life examples, delegates must explain at least four ways in which current policy impacts on the day to day implementation of PESSPA, including:</p> <ul style="list-style-type: none"> • Legislation • National policies • Regulatory bodies (e.g. the Health and Safety Executive) • School-specific bodies (e.g. governors)
6.2 Summarise the roles and responsibilities of national and local government for education policy and practice	Delegates must summarise the roles and responsibilities of both national and local government for education policy and practice.

Unit 3 Principles of teaching PESSPA

Assessment criteria – delegates can...	Minimum action
Learning outcome 1 – Understand the skills and behaviours needed to teach physical education, school sport and physical activity	
1.1 Explain key skills and behaviours that will be necessary to deliver a high quality physical education curriculum	Delegates must explain at least eight important skills and behaviours that a deliverer requires to deliver a high quality physical education curriculum.
1.2 Explain the importance of building effective relationships, in a PESSPA setting	Delegates must explain why it is important, in a PESSPA setting, to build effective relationships with each of: <ul style="list-style-type: none"> • Pupils • Peers/colleagues • Other stakeholders
1.3 Explain why effective communication is key to successful PESSPA delivery	Using examples, delegates must explain at least three reasons why effective communication is key to the delivery of a successful PESSPA programme.
1.4 Describe a range of communication methods that can be used to share messages	Delegates must describe at least three different ways in which messages related to the PESSPA programme can be shared with others.
1.5 Describe what could be the negative outcomes of not communicating effectively with pupils	Delegates must describe three possible negative outcomes that could result from PESSPA related messages not being shared with necessary people/groups.
1.6 Explain why organisation is key to successful programme planning and delivery	Delegates must explain at least three reasons why organisation is key to successful PESSPA planning and delivery, using real life examples where possible.
1.7 Evaluate ways of motivating pupils during practical sessions	Using real-life examples, delegates must evaluate at least four different methods of motivating pupils during practical PESSPA sessions.
Learning outcome 2 – Understand teaching and learning strategies	
2.1 Explain teaching and learning strategies in relation to key lesson factors	Delegates must explain each of the teaching and learning strategies on the Mosston and Ashworth continuum in relation to key learning considerations such as: <ul style="list-style-type: none"> • Pupil age • Pupil ability

	<ul style="list-style-type: none"> • Type of lesson (e.g. curriculum, extra-curricular, team practice, participative etc.) • Lesson outcomes • Safety
2.2 Analyse the impact of teaching and learning strategies and teaching styles on high quality PESSPA provision	<p>Delegates must analyse the impact of the teaching and learning strategies selected (as identified on the Mosston and Ashworth continuum) and teaching styles on the effectiveness of PESSPA provision. This could include:</p> <ul style="list-style-type: none"> • The link between teaching and learning strategies and teaching styles. • The importance of progressive teaching and learning strategies. • The gateway to learning.
2.3 Explain the importance of a multimode approach	Delegates must explain the ways in which a multimode approach could positively impact students' understanding, enjoyment and success in PESSPA.
Learning outcome 3 – Understand the benefits of physical education, school sport and physical activity	
3.1 Explain the positive impact PESSPA can have on the health and well-being of individuals, groups and the school and its community	<p>Delegates must explain ways in which participation in PESSPA can have positive benefits for:</p> <ul style="list-style-type: none"> • individuals (e.g. mental, social and physical health and wellbeing); • groups (e.g. Social cohesion, teamwork, sense of belonging); • school and its community (e.g. community development, sport development, public health).
3.2 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.

Unit 4 Supporting child and young person development

Assessment criteria – delegates can...	Minimum action
Learning outcome 1 – Understand characteristics of child development at different stages	
1.1 Describe the fundamental characteristics and milestones of child development at different stages	With reference to the physical education curriculum where appropriate, delegates must describe characteristics and milestones of child development in: <ul style="list-style-type: none"> • infancy (birth to one year); • early years (one to three years); • childhood (four to seven years); • puberty (eight to 12 years); • adolescence (13 to 16 years).
1.2 Explain the difference between sequence of development and rate of development and why the difference is important	Delegates must explain the difference between the ‘sequence of development’ and the ‘rate of development’ during childhood and adolescence. They must also explain why it’s important as a PE teacher, to appreciate this difference.
1.3 Outline the physical activity guidelines for children and young people	Delegates must outline the recommended physical activity guidelines for children and young people aged five to 18 years old, as well as for disabled children and young people, as recommended by chief medical officers (CMO).
1.4 Describe cognitive, affective and psychomotor domains in relation to national curriculum	Delegates must describe the cognitive, affective and psychomotor (head, heart, hands) domains in terms of national curriculum expectations for two chosen key stages of.
1.5 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’ cognitive, affective and psychomotor domains (head, heart, hands).
Learning outcome 2 – Understand the impact of factors that influence children and young people’s development	
2.1 Explain how children and young people’s development is influenced by a range of biological and external factors	Delegates must explain the ways in which children and young people’s development will be influenced by a range of factors. Delegates must explain at least five different factors and include both biological and external factors.
2.2 Explain the basic theories of development and how each theory of development influences current practice	Using illustration from a key protagonist, delegates must explain each theory of development, making clear its influence on current practice. Protagonists could be:

	<ul style="list-style-type: none"> • The associationist – learning as activity (e.g. Gessell). • The cognitive perspective – learning as achieving understanding (e.g. Piaget, Case, Vygotsky). • The situative perspective (learning as social practice) e.g. Erikson
Learning outcome 3 – Understand how to monitor and support children and young people’s development	
3.1 Explain how to monitor children and young people’s development	Delegates must explain at least three different ways that children and young people’s development can be monitored.
3.2 Explain why children and young people’s development may not follow the expected rate of progress	Delegates must explain at least three reasons why a child or young person’s development might not follow the expected rate of progress.
3.3 Explain the importance of timely identification of speech, language and communication delays and disorders	Delegates must explain why any speech, language and/or communication delays or disorders should be identified in a timely manner.
3.4 Describe how multi agency teams might work together to support speech, language and communication	Using real-life examples where possible, delegates must describe ways in which multi agency teams might work together to support children and young people with speech, language and/or communication delay or disorder.
3.5 Explain how transition can affect children and young people’s development	Delegates must explain how periods of transition can affect children and young people’s development, such as: <ul style="list-style-type: none"> • School transition (e.g. one school or key stage to another) • Home life change
3.6 Explain how intervention can promote positive outcomes for children and young people where development is not following the expected rate of progress	Delegates must explain, using examples where possible, ways in which intervention at or through the school can support children and young people who are not developing at the expected rate.
Learning outcome 4 – Understand the importance of supporting the personal development of children and young people	
4.1 Define the term ‘personal development’	Delegates must define ‘personal development’ in terms of character and behaviours.
4.2 Explain the importance of personal development	Delegates must explain why it’s important for pupils to develop their behaviours (e.g. resilience, confidence, independence).
4.3 Identify essential skills that support personal development	Delegates must identify at least five essential skills that will be important to children and young people as they progress through school and into employment.

4.3 Explain why identified essential skills will be important as children and young people progress through life	<p>Delegates must explain the way(s) in which each of the identified essential skills can be of benefit to children and young people in:</p> <ul style="list-style-type: none"> • school; • homelife (e.g. friends, family, hobbies etc.); • future employment.
4.4 Explain why it's important that children and young people are aware of the value of these essential skills	Delegates must explain why it is important that children and young people are aware of these essential skills and appreciate their importance now and for the future.
4.5 Outline ways in which the development of children and young people's essential skills can be supported	<p>Delegates must outline at least three ways in which they can support the development of essential skills in the children and young people they encounter in the school environment, e.g.:</p> <ul style="list-style-type: none"> • Providing informal opportunities to highlight, reinforce and/or encourage essential skill development (e.g. mapping unit plans to essential skill development). • Providing formal opportunities (e.g. accredited awards, qualifications and schemes).
Learning outcome 5 - Be able to support the development of children and young people's essential skills	
5.1 Share information with children and young people regarding essential skills and their importance for life and future employment	Delegates must share information with children and/or young people in an appropriate and relevant way, to support their understanding of essential skills and their importance for life and future employment.
5.2 Help children and young people plan to develop their essential skills	<p>Delegates must support children and young people to plan to develop their essential skills by helping them to consider:</p> <ul style="list-style-type: none"> • where they are at currently; • strengths and weaknesses; • areas for development; • development planning.
5.3 Support the development of children and young people's essential skills	<p>Delegates must support the development of children and young people's essential skills by:</p> <ul style="list-style-type: none"> • providing informal opportunities to highlight, reinforce and/or encourage essential skill development (e.g. mapping unit plans to essential skill development); • providing formal opportunities (e.g. accredited awards, qualifications and schemes).

Unit 5 Safeguarding children and young people in PESSPA

Assessment criteria – delegates can...	Minimum action
Learning outcome 1 – Understand the support teacher’s role in safeguarding children and young people	
1.1 Define key elements of child protection	Delegates must define the following key terms related to child protection: <ul style="list-style-type: none"> • Safeguarding • Safe practice • Child protection • Child welfare • First aid
1.2 Explain child protection within the wider context of safeguarding children and young people	Delegates must explain child protection within the wider context of safeguarding children and young people.
1.3 Explain why it is important to ensure children and young people are protected from harm within the school setting	Delegates must explain why it is important that children and young people are protected from harm within the school setting for: <ul style="list-style-type: none"> • the child or young person; • the school; • school staff.
Learning outcome 2 – Understand organisational safeguarding policies and procedures	
2.1 Explain how key legislation, relevant to the safeguarding of children and young people, impacts PESSPA	Delegates must explain, using at least two examples, how safeguarding related legislation impacts PESSPA.
2.2 Explain the impact of organisational policies and procedures on the delivery of PESSPA	Using real-life examples where possible, delegates must explain the impact of at least three different organisational policies (which include procedures) on the delivery of PESSPA.
2.3 Describe ways in which they can meet their safeguarding responsibilities	Delegates must describe steps they will take to meet their personal safeguarding responsibilities, to ensure the well-being of the children and young people they encounter.

2.4 Describe the possible signs and symptoms that may be of concern regarding a child or young person's welfare	Delegates must describe the possible signs and/or symptoms that may be of concern regarding a child or young person's welfare, including: <ul style="list-style-type: none"> • Neglect • Physical abuse • Sexual abuse • Emotional abuse • Bullying • Poor practice.
2.5 Outline the steps to take, in line with organisational policies and procedures, if harm is alleged or suspected	Delegates must outline the steps they would take if they are concerned for a child or young person's welfare, ensuring this is in line with organisational policy and procedures.
2.6 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged	Delegates must explain the rights that children, young people and their carers have in situations where harm or abuse is suspected.
2.7 Explain action that can be taken to protect themselves from safeguarding incidents	Delegates must explain steps they will take to ensure they personally are protected from accusations or safeguarding incidents both within the school and off-site.
2.8 Outline organisational policy and procedures regarding data protection, bullying and online safety	Delegates must outline the policies and procedures for an identified organisation relating to: <ul style="list-style-type: none"> • data protection; • bullying; • online safety.
2.9 Describe ways in which safeguarding policies and procedures can be reinforced to support and encourage adherence to organisational policies and procedures around bullying, data protection and online safety within a PESSPA environment	Delegates must describe ways in which they can support and encourage adherence to organisational policies and procedures relating to: <ul style="list-style-type: none"> • data protection; • bullying; • online safety. This must be within the PESSPA environment and within their role supporting PE delivery.
2.10 Describe ways in which concerns about poor practice can be reported	Delegates must describe steps they would take if they were concerned about the performance of a colleague, showing how they would follow organisational procedure where possible.
2.11 Explain how serious case reviews inform practice	Delegates must explain how serious case reviews can inform practice, using at least two examples to support their evidence.

Learning outcome 3 – Understand the importance of working in partnership with other organisations to safeguard children and young people	
3.1 Explain the importance of a child or young person-centred approach	Delegates must explain what is meant by a ‘child or young person-centred approach’ and why this is important for the safety and welfare of pupils.
3.2 Explain what is meant by partnership working in the context of safeguarding	Delegates must explain what ‘partnership working’ might look like in relation to safeguarding, using real-life examples where possible.
3.3 Describe the roles and responsibilities of organisations that may be involved when there are concerns for a child or young person’s welfare	Delegates must describe the roles and responsibilities of at least three different agencies or organisations that may be involved when there are concerns for the safety or welfare of a child or young person.
Learning outcome 4 – Understand how to work with children and young people to support their wellbeing	
4.1 Describe ways support staff can work with children and young people to build self-confidence and self-esteem	Delegates must use real-life examples to describe the ways in which they can work with children and young people to build self-confidence and self-esteem.
4.2 Describe the role of support staff in recognising the signs of mental health concerns in children and young people	Delegates must describe the role that they can play in recognising and highlighting concerns they may have regarding a child or young person’s mental health.
4.3 Describe signs of possible mental health concerns in children and young people	Delegates must describe at least three signs that may be of cause for concern regarding a child or young person’s mental health.
4.4 Explain the need to work with children and young people to enable them to develop emotional resilience and mental wellbeing	Delegates must explain why it is important to work alongside children and young people to support their development of emotional resilience and mental wellbeing.
4.5 Explain risks and possible consequences for children and young people of being online and using digital mobile devices	Delegates must explain at least three potential risks and the possible consequences of these, of young people being online and using mobile devices.
4.6 Describe ways of reducing risk to children and young people from social networking and internet use	Delegates must describe at least three ways of reducing the risks to children and young people of: <ul style="list-style-type: none"> • using social networks; • accessing the internet.

Unit 6 Maintaining health and safety in PESSPA

Assessment criteria – delegates can...	Minimum action
Learning outcome 1 – Understand the importance of supporting children and young peoples’ health and safety	
1.1 Identify legislation in relation to health and safety in a learning environment	Delegates must identify legislation to which their school must adhere to fulfil its health and safety requirements.
1.2 Explain school-based policies and procedures relating to accidents, incidents, emergencies and illness	Delegates must explain, using real life examples, school-based policies and procedures relating to accidents, incidents, illness and emergencies.
1.3 Explain why it’s important that health and safety is monitored and maintained in the learning environment	Delegates must explain at least two reasons why it’s important that health and safety is maintained within the school environment.
1.4 Explain why it is important to take a balanced approach to risk management	Explain why it is important that the rights and choices of children and young people, do not outweigh health and safety requirements.
1.5 Outline how the organisation manages the administration of medication	Delegates must outline, with regard to the management of medication, to include: <ul style="list-style-type: none"> • Organisational policies and procedures • Own responsibilities
Learning outcome 2 – Understand how to plan and deliver safe practical sessions	
2.1. Explain the importance of a risk assessment for the planning and delivery of safe PESSPA	Delegates must explain the importance of: <ul style="list-style-type: none"> • risk assessment prior to the session; • dynamic risk assessment during the session. This is in relation to optimising the safety of pupils, spectators and deliverers.
2.2 Identify potential risks and hazards in a PESSPA environment	Delegates must identify at least six (12 in total) risks or hazards present for at least two PESSPA environments.
2.3 Outline practical steps that can be taken to optimise safety before, during and after a session	Delegates must outline the steps they would take to ensure the safety of pupils taking part in practical sessions, including what they would do: <ul style="list-style-type: none"> • before a session; • during a session; • after a session.

2.4 Explain action that can be taken to optimise safety during potential 'higher risk' activities and sessions	Delegates must explain specific action they would take to ensure the safety of all concerned when delivering 'higher risk' activities and sessions such as trampolining, javelin, using gymnastics equipment, etc.
2.5 Analyse the link between the setting and management of ground rules and session safety	Using real-life examples where possible, delegates must analyse the link between setting and managing ground rules and maintaining a safe working environment (teaching safely/teaching safety).
2.6 Describe the contents and use of an emergency action plan (EAP)	Delegates must describe the elements that make up an emergency action plan (EAP) as well as describing how and when an EAP would be used.
2.7 Describe how to respond to accidents, illness, injury or other emergencies	Referring to organisational procedures, delegates must describe how they would respond to the following during a PESSPA session: <ul style="list-style-type: none"> • Accidents • Illness • Injury • Emergencies
Learning outcome 3 – Be able to recognise and mitigate risk to maintain a safe teaching and learning environment	
3.1 Complete, and take action considering 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.
3.2 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"> • introduce and enforce set rules; • manage pupil behaviour; • maximise the safety of the session.

<p>3.3 Manage the delivery of a session to maximise the safety of all involved</p>	<p>Delegates must manage their session delivery to maximise safety, including:</p> <ul style="list-style-type: none"> • Teaching safety, e.g. <ul style="list-style-type: none"> ○ Identifying potential hazards with pupils. ○ Highlighting safety procedures. • Teaching safely, e.g.: <ul style="list-style-type: none"> ○ Using dynamic risk assessment. ○ Adhering to organisational policies and procedures. ○ Taking appropriate steps to maintain personal safety from risk and accusations. ○ Ensuring pupils are: <ul style="list-style-type: none"> ▪ fully prepared for the session (e.g. kit, equipment, warm up etc.); ▪ safe during the session (e.g. use of good practice, appropriate activities and equipment); ▪ involved in a safe session ending (e.g. cool down, take down and storage of equipment etc.).
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Unit 7 Implementing principles of equality, diversity and inclusion in PESSPA

Assessment criteria – delegates can...	Minimum action
Learning outcome 1 – Understand the principles of equality, diversity and inclusion in physical education, school sport and physical activity	
1.1 Define the terms equality, diversity and inclusion	Delegates must define the terms ‘equality’, ‘diversity’ and ‘inclusion’ in the context of PESSPA.
1.2 Outline recognised protected characteristics	Delegates must outline each of the recognised ‘protected characteristics.’
1.3 Explain why it’s important to acknowledge and respect that individuals have needs and rights	Delegates must explain the need to acknowledge and respect the specific needs and rights of every individual, using PESSPA specific examples to support their answer.
1.4 Explain the principles of diversity and inclusion and how they support effective learning for all	Delegates must explain the link between diversity and inclusive practice, and the principles of inclusion, including: <ul style="list-style-type: none"> • Equity • Access • Opportunities • Rights
Learning outcome 2 – Know how to plan, deliver and review inclusive sessions	
2.1 Outline planning considerations to meet diverse learning needs	Delegates must outline the use of the following in planning sessions which are inclusive: <ul style="list-style-type: none"> • Baselining • Use of the inclusion spectrum • Following accepted guidelines • Adaptation to activity, equipment, environment • Staff/pupil ratios • Safety procedures • Awareness of protected characteristics where appropriate

2.2 Outline ways in which session delivery can support diverse learning needs	Delegates must outline the use of the following in the delivery of sessions which are inclusive: <ul style="list-style-type: none"> • Delivery approach • Appropriate communication • Dynamic adaptation • Session management • Use of support staff
2.3 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 3 – Know how to manage behaviour for inclusion	
3.1 Explain the potential impact of pupil behaviour on the success and effectiveness of PESSPA sessions	Delegates must explain the potential impact that pupil behaviour can have on the success and effectiveness of PESSPA sessions.
3.2 Explain why it's important to identify pupils who may require additional or individual support to meet expected standards of behaviour	Delegates must explain the importance of identifying pupils who may require additional or individual support or who may present challenging behaviour.
3.3 Describe how to recognise those pupils who may require additional or individual support to meet expected standards of behaviour	Delegates must describe at least two different ways in which they could recognise pupils who may require additional or individual support to meet expected standards of behaviour.
3.4 Describe intervention strategies that could be used to encourage positive behaviour and reduce behaviour that challenges	Delegates must describe at least three intervention strategies that could encourage positive behaviour and reduce behaviour that challenges, e.g.: <ul style="list-style-type: none"> • Supporting pupils to recognise their limitations and take preventative action as necessary. • Using organisational or individual strategies to reward/support positive behaviour. • Using an individualised, child-centred approach to support strategies. • Recognising potential triggers for challenging behaviour. • Mentoring.
Learning outcome 4 – Know how to meet the needs of pupils who require greater stretch and challenge	
4.1 Explain the importance of identifying and catering for pupils who require greater stretch and challenge	Delegates must explain why it is important to identify those pupils who might require greater stretch and challenge, considering the impact on: <ul style="list-style-type: none"> • the pupil; • the session.

4.2 Describe how pupils who require greater stretch and challenge might be recognised	Delegates must describe how to recognise those pupils who may require additional stretch and challenge within the school's PESSPA offer.
4.3 Explain how to plan acceleration, extension or enrichment activities that meet pupil needs	<p>Delegates must explain how they can plan suitable learning activities and opportunities which meet individual needs, this may include:</p> <ul style="list-style-type: none"> • Adding breadth and depth. • Promoting independent learning. • Supporting reflection and self-evaluation. • Maintaining pupils' motivation and interest. • Liaising with teaching colleagues and other relevant stakeholders (e.g. external coaches etc.) to identify acceleration, extension or enrichment activities.

Unit 8 Supporting assessment for learning in physical education

Assessment criteria – delegates can...	Minimum action
Learning outcome 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 pupils' achievements	Delegates must compare and contrast the roles and responsibilities that a teacher has with regard to assessment, compared to a learning support practitioner.
1.2 Describe formative and summative assessment	Using real-life examples to illustrate their evidence, delegates must describe the purpose and uses of: <ul style="list-style-type: none"> • formative assessment; • summative assessment.
1.3 Describe the characteristics of assessment for learning	Delegates must describe the characteristics of assessment for learning, including: <ul style="list-style-type: none"> • the role of assessment in teaching and learning; • curriculum expectations; • sharing of success criteria; • types of assessment (e.g. self, peer etc.); • the use of feedback; • questioning and dialogue/discussion.
1.4 Explain the importance and benefits of assessment for learning	Delegates must explain the importance and at least four benefits of assessment for learning, e.g.: <ul style="list-style-type: none"> • Ongoing information provided for learning • Informing next steps • Recognising success • Identifying, narrowing and closing gaps • Greater progress • Attaining higher standards • Inclusive practice • Self-esteem • Growth mindset

1.5 Explain how assessment for learning can contribute to planning for future learning	<p>Delegates must explain at least three ways in which assessment for learning can contribute to future session planning, e.g.:</p> <ul style="list-style-type: none"> • Recognising success • Identifying problem/weaker areas • Identifying mastery • Individual pupil achievement • Progress or lack of progress in a lesson • Identifying and supporting individual needs • Obtaining feedback • Promoting retention
Learning outcome 2 – Be able to use assessment strategies to promote learning	
2.1 Obtain the information required to support assessment for learning	Delegates must obtain information required to support assessment for learning, (e.g. through observation, tracking and monitoring progress, recording sheets, pupil evidence etc.).
2.2 Use appropriate language, terminology and examples to share personalised learning goals for assessing pupil progress	<p>Delegates must use appropriate language, terminology and examples when sharing learning goals with pupils, e.g.:</p> <ul style="list-style-type: none"> • Curriculum terminology • Expected standards • Learning outcomes/success criteria • What progress might look like • Strategies for success
2.3 Use assessment opportunities and strategies to gain information and make judgements about how well pupils are engaged and progressing	<p>Delegates must create and/or take advantage of opportunities and use appropriate strategies to gather information to assess pupil progress, e.g.:</p> <ul style="list-style-type: none"> • Planned and/or unplanned • Formal and/or informal • Authentic tasks – assessment as learning • Progress against standards • Mastery
2.4 Provide constructive feedback to pupils	Delegates must provide constructive feedback to pupils so that they understand what they have done well and what needs further development.
2.5 Provide opportunities and encouragement for pupils to improve upon their work	<p>Delegates must give pupils the chance to improve their work by:</p> <ul style="list-style-type: none"> • providing opportunities to pupils; • encouraging and motivating pupils.

Learning outcome 3 – Be able to support pupils in reviewing their learning strategies and achievements

3.1 Use information gained from monitoring pupil participation and progress	Delegates must use information they gain from monitoring their pupils' progress and participation to help review: <ul style="list-style-type: none">• success of teaching and learning strategies;• pupil achievements;• future learning needs.
3.2 Listen carefully to pupils and positively encourage them to communicate their needs and ideas for future learning	Delegates must ensure they listen carefully to pupils and encourage them to share their needs and ideas regarding future learning by: <ul style="list-style-type: none">• creating a positive learning environment;• building rapport;• using active listening and asking relevant questions.
3.3 Support pupils in using peer assessment and self-assessment to review their learning achievements	Delegates must provide opportunities and support pupils to use both peer and self-assessment to review their achievements.
3.4 Support pupils to be actively involved in reviewing their own preferences and achievements	Delegates must support pupils to be actively involved in reviewing their own preferences and achievements by: <ul style="list-style-type: none">• reflecting on their learning;• identifying what they have enjoyed;• identifying the progress they have made;• identifying their emerging learning needs;• identifying the strengths and weaknesses of their learning strategies;• planning how to improve.

Learning outcome 4 – Be able to contribute to reviewing assessment for learning

4.1 Provide feedback to teaching colleagues and/or other relevant stakeholders	Delegates must provide feedback to teaching colleagues and/or other relevant stakeholders on: <ul style="list-style-type: none">• pupil participation and progress in the learning activities;• pupil engagement in and response to assessment for learning;• pupil 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	Delegates must use the outcomes of their assessment for learning to reflect on and improve their own contribution to supporting learning.

Unit 9 Planning a PESSPA unit of learning

Assessment criteria – delegates can...	Minimum action
Learning outcome 1 – Understand the link between thorough planning and quality physical education, school sport and physical activity provision	
1.1 Define what is meant by ‘quality provision’	Delegates must define what the phrase ‘quality provision’ means in relation to PESSPA.
1.2 Explain the importance of providing children and young people with high quality PESSPA provision	Delegates must explain why it is so important that children and young people have access to high quality PESSPA.
1.3 Outline key planning factors	Delegates must outline at least six elements that must be established and considered prior to unit/session planning.
1.4 Analyse the link between thorough and effective planning and the provision of high quality PESSPA experiences	Delegates must analyse the link between thorough and effective planning and the provision of high quality PESSPA experiences.
Learning outcome 2 – Be able to plan a physical education unit of learning	
2.1 Liaise with teaching colleagues and other relevant stakeholders to establish the unit of learning’s position in the overall physical education programme	Delegates must liaise with colleagues and any other relevant stakeholders, to establish the position of the unit that they will plan within the overall PE programme.
2.2 Establish intentions and outcomes for a unit of learning	Delegates must establish the intentions and outcomes of their PE unit of learning, linking to physical education curriculum outcomes and other relevant requirements.
2.3 Collect information needed to plan the unit of learning	Delegates must collect information necessary to plan their unit, e.g.: <ul style="list-style-type: none"> • Participant information • Available space • Equipment • Time • Resources

2.4 Create a unit of learning plan	<p>Delegates must plan a six hour unit of learning that:</p> <ul style="list-style-type: none"> • details outcomes for the unit that align to the aims of the PE curriculum; • allows for diversity and inclusion and meets the needs and potential of all pupils (e.g. SEN, more able, etc.); • is progressive; • follows a coherent structure; • has realistic timings; • meets health and safety requirements; • prioritises pupils' achievement; • includes personal development/essential skills.
2.5 Select and prepare learning resources relevant to identified pupil needs	<p>Delegates must select and prepare learning resources that:</p> <ul style="list-style-type: none"> • meet delegates' needs, interests and abilities; • enrich teaching and learning objectives.
2.6 Develop contingency plans to address a variety of scenarios	Delegates must consider possible scenarios which would require adaptation to the planned unit or sessions and develop realistic and appropriate contingency plans.
2.7 Record plans in an appropriate format	Delegates must use an appropriate format to record their unit and session planning.
2.8 Share plans with teaching colleagues	Delegates must share their plans with relevant teaching colleagues and act on feedback as appropriate.

Unit 10 Delivering a PESSPA unit of learning

Assessment criteria – delegates can...	Minimum action
Learning outcome 1 – Be able to prepare for delivery of a physical education, school sport and physical activity unit of learning	
1.1 Share unit and session information with others as necessary	Delegates must share unit and session information as necessary, e.g.: <ul style="list-style-type: none"> • Teaching colleagues • Pupils • Parents • Other stakeholders
1.2 Prepare and coordinate any required resources	Delegates must prepare and coordinate resources as required for the unit sessions.
1.3 Ensure facilities and equipment are available and suitable for use	Delegates must ensure: <ul style="list-style-type: none"> • facilities are available and appropriate; • equipment is available, in good working order and appropriate for the unit sessions and pupil needs.
1.4 Ensure health and safety and safeguarding principles are understood and accounted for	Delegates must ensure all health and safety and safeguarding principles are understood by all relevant parties and policies and procedures adhered to as required.
Learning outcome 2 – Be able to deliver a quality physical education, school sport and physical activity unit of learning	
2.1 Follow organisational procedures at the start of sessions	Delegates must follow organisational procedures at the start of sessions, e.g.: <ul style="list-style-type: none"> • Changing room management • Procedures for entering the working area • Taking registers
2.2 Create a positive and welcoming start to sessions	Delegates must create a positive and welcoming start to sessions, e.g.: <ul style="list-style-type: none"> • Positive body language • Maintaining eye contact • Using pupil names • Upbeat verbal communication

2.3 Share relevant messages with pupils	<p>Delegates must share relevant messages with pupils at the beginning of sessions, including:</p> <ul style="list-style-type: none"> • Behaviour expectations • Safety messages • Session outcomes
2.4 Deliver introductory activities suitable for the pupils and focus of the session	<p>Delegates must select and deliver introductory activities that:</p> <ul style="list-style-type: none"> • prepare pupils physically; • ready pupils psychologically; • set the scene for the session.
2.5 Build positive relationships with pupils	<p>Delegates must show that they can build positive relationships with pupils by:</p> <ul style="list-style-type: none"> • building rapport; • showing empathy and understanding; • being/having fun; • leading by example.
2.6 Use appropriate verbal and non-verbal communication skills	<p>Delegates must use appropriate verbal communication skills to:</p> <ul style="list-style-type: none"> • give clear instructions (e.g. appropriate volume and projection, concise and accurate instructions etc.); • share appropriate terminology (e.g. age appropriate language, activity specific etc.); • provide feedback (e.g. relevant, appropriate, user friendly, helpful, encouraging etc.). <p>Delegates must use appropriate non-verbal communication skills to:</p> <ul style="list-style-type: none"> • share demonstrations which are technically correct (e.g. effective positioning, correct technique, safe etc.); • create a welcoming atmosphere (e.g. eye contact, open body language etc.); • motivate and encourage (e.g. smile, thumbs up etc.).
2.7 Use active listening to respond to pupils questions and concerns, and to check understanding	<p>Delegates must show that they can use active listening to:</p> <ul style="list-style-type: none"> • respond appropriately to pupils' questions and concerns; • check understanding.
2.8 Use effective group management skills	<p>Delegates must use effective group management skills to:</p> <ul style="list-style-type: none"> • get pupils into groups/teams; • use the available space safely and effectively; • move pupils from one area and activity to another.

2.9 Support positive behaviour and manage behaviour that challenges	Delegates must deliver sessions which support positive behaviour and manage challenging behaviour, e.g.: <ul style="list-style-type: none"> • Using organisational strategies. • Promoting positive behaviour by design. • Using behaviour and/or support plans. • Using colleagues and support staff. • Ensuring own actions diffuse rather than exacerbate the situation using different techniques to manage individual pupils.
2.10 Manage the distribution, use of and collecting in of equipment	Delegates must effectively and safely manage the distribution and collection of equipment during sessions.
2.11 Manage the pace and flow of sessions	Delegates must be able to manage the pace and flow of sessions to maintain pupil engagement and energy levels and accommodate individual and group needs.
2.12 Manage time effectively	Delegates must manage time during session to ensure session content is covered and all time commitments are met.
2.13 Use appropriate motivation methods	Delegates must use appropriate methods to motivate pupils, e.g.: <ul style="list-style-type: none"> • Fun, enthusiastic delivery • Competition • Learning targets • Challenge
2.14 Deliver activities which are appropriate for all pupils' needs and abilities	Delegates must use appropriate delivery approaches, communication and session management to meet pupils' needs and allow access to learning and achievement for all.
2.15 Follow planned health and safety procedures	Delegates must follow planned health and safety procedures before, during and after sessions.
2.16 Identify and control any new risks as and when they occur	Delegates must identify, recognise and manage any new risks as they occur, following organisational procedure as appropriate.
2.17 Conclude sessions appropriately	Delegates must conclude sessions appropriately, including: <ul style="list-style-type: none"> • Plenary/learning recap as appropriate. • Following organisational procedures. • Signposting future and further opportunities.

Learning outcome 3 – Be able to monitor and adapt delivery to ensure continued quality teaching and learning

3.1 Continually assess pupil progress against stated session outcomes	Delegates must assess pupil attainment and progress against stated session outcomes on an ongoing basis.
3.2 Recognise when planned activities are not meeting expectations	Delegates must recognise when planned activities are not being as successful as intended.
3.3 Dynamically adapt delivery in line with levels of pupil engagement and achievement	Delegates must dynamically adapt their session delivery as a direct result of pupil engagement and achievement during sessions to, e.g.: <ul style="list-style-type: none">• make changes to planned activities;• differentiate for specific pupils;• adapt delivery style.
3.4 Adapt planned activities and delivery to manage time effectively	Delegates must be able to manage time during sessions, managing planned activities and delivery to ensure sessions run to their allotted time.

Unit 11 Reviewing a PESSPA unit of learning

Assessment criteria – delegates can...	Minimum action
Learning outcome 1 – Understand the importance of monitoring and evaluating to support quality physical education, school sport and physical activity	
1.1 Describe what is meant by monitoring and evaluating	Delegates must describe what it means to ‘monitor’ and to ‘evaluate’ in the context of a PESSPA unit.
1.2 Explain the link between monitoring and evaluating and their combined impact on the planning and delivery of high quality PESSPA	Delegates must explain the ways in which monitoring and evaluation work together to support high quality PESSPA delivery.
1.3 Describe tools and methods that can be used to monitor and evaluate PESSPA programmes	Delegates must describe at least four different tools/methods that can be used to monitor and/or evaluate PESSPA programmes.
1.4 Outline which elements of the PESSPA programme will be monitored and evaluated	With reference to their own planned PESSPA programme, delegates must outline which elements will be monitored and evaluated.
1.5 Explain the importance of monitoring evaluating own performance to achieve and maintain success	Delegates must explain the importance of monitoring and evaluating own performance in order to plan and deliver high quality PESSPA.
1.6 Explain ways to ensure the results of monitoring and evaluation are accurate, valid, reliable, sufficient and current	Delegates must explain ways to ensure the results they gain from monitoring and evaluation are: <ul style="list-style-type: none"> • valid; • accurate; • reliable; • sufficient; • current.
1.7 Compare and contrast ways of recording the monitoring and evaluation of the effective delivery of the PESSPA unit of learning and pupil achievement	Delegates must compare and contrast at least three different ways of recording the results of any monitoring and/or evaluation they will do/have done, with regards to: <ul style="list-style-type: none"> • their delivery of the PESSPA unit; • pupil achievement.

1.8 Explain why and how the results of monitoring and evaluation might be shared, and with whom	<p>Delegates must explain, with regard to the results of monitoring and evaluation:</p> <ul style="list-style-type: none"> • why it may be appropriate to share them; • who they might be shared with; • how they might share them.
Learning outcome 2 – Be able to monitor and evaluate a physical education, school sport and physical activity unit of learning	
2.1 Select and use appropriate methods to collect information for monitoring and evaluation purposes	Delegates must select and use appropriate methods to collect information for monitoring and evaluation purposes, including formally and informally.
2.2 Select and adhere to pre-planned evaluation times/opportunities	Delegates must undertake appropriate evaluation(s) in accordance with prior planning.
2.3 Work in partnership with pupils to evaluate the extent to which the learning activities enabled them to meet their learning needs	Delegates must involve pupils in the reflection process, supporting them to evaluate how the learning activities enabled them to meet their learning outcomes and identifying changes that could increase effectiveness.
2.4 Record results of monitoring and evaluation in an appropriate format	Delegates must record the results of any monitoring and evaluation in an appropriate format.
2.5 Involve others in the monitoring and evaluation process as appropriate	<p>Delegates must involve other people in the monitoring and evaluation process as required, e.g.:</p> <ul style="list-style-type: none"> • Pupils • Teaching colleagues • Other stakeholders
2.6 Ensure that collected information is accurate, valid, reliable, sufficient and current	<p>Delegates must ensure that all information collected for monitoring and evaluation purposes is:</p> <ul style="list-style-type: none"> • valid; • accurate; • reliable; • sufficient; • current.

Learning outcome 3 – Be able to use the results of monitoring and evaluation to improve physical education, school sport and physical activity provision

3.1 Collate and analyse the results of monitoring and evaluation	Delegates must collate and analyse the results they collect as part of the monitoring and evaluation process.
3.2 Compare the results with intended programme goals	Delegates must compare collected results with the intended unit goals and/or any other appropriate metrics.
3.3 Share results with relevant parties	Delegates must be able to share their results with all relevant parties, selecting methods of recording and displaying these results which is appropriate to the intended audience.
3.4 Adhere to organisational policy in the storage and handling of data	Delegates must adhere to relevant organisational policies and procedures in the storage of data collected through monitoring and evaluation.
3.5 Make adaptations to the unit of learning as a response to monitoring and/or evaluation findings	Delegates must make any necessary adaptations to the unit of learning/session(s) in light of the findings from their monitoring and evaluation.
3.6 Plan for personal development based on results of monitoring and evaluation	Delegates must use the results of monitoring and evaluation to plan their own personal development by: <ul style="list-style-type: none"> • identifying areas of strength; • identifying areas to develop; • planning ways in which identified development can take place.

