

Qualification Specification

Focus Awards Level 3 NVQ Diploma in
Supporting the Delivery of Physical Education
and School Sport (RQF)

601/8035/3

FOCUS AWARDS 

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

Contents

Qualification details.....	3
Qualification purpose.....	3
Qualification structure/Rules of combination	3
Learner entry requirements	5
Age ranges	5
Geographical coverage	5
Reasonable adjustments and special considerations	5
Assessment methods	5
Progression routes	6
Useful websites and supporting materials	6
Links to national occupational standards.....	6
Appendix A: Units	7
Appendix B: Assessment strategy.....	29
Appendix C: Assessment Best Practice	47
Appendix D: Guidance on observed assessments	54
Appendix E: Example Assessment Plan	58

Qualification details

- QAN – 601/8035/3
- GLH – 283
- TQT - 540
- Credits - 54

Qualification purpose

The Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF) is aimed at those learners currently working or wishing to work in a physical education and school sport setting.

The purpose of the Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and Schools Sport (RQF) is to provide learners with the knowledge and understanding of delivering physical education and programmes within schools. The qualification prepares learners for employment within a school sports environment, and covers communication and professional relationships, understanding child and young person development, safeguarding, planning, delivery and reviewing Physical Education and School Sport Programme.

Qualification structure/Rules of combination

To successfully achieve the Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF) learners must complete 12 mandatory units achieving a total of 54 credits.

Unit Title	Unit Ref	Level	GLH	Credit
Mandatory units				
Communication and professional relationships with children, young people and adults	F/601/3327	3	10	2
Schools organisations ^{as}	A/601/3326	3	15	3

Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF)

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

Understand Child and Young Person Development.	L/601/1693	3	30	4
Understand How to Safeguard the Wellbeing of Children and Young People.	Y/601/1695	3	25	3
Support assessment for learning	A/601/4072	3	20	4
Plan a Physical Education and School Sport Programme	J/505/1759	3	29	5
Deliver a Physical Education and School Sport Programme	F/505/1761	3	22	4
Review the Delivery of a Physical Education and School Sport Programme	J/505/1762	3	13	3
Organise and lead a sports event or competition	H/601/8410	3	10	3
Preparing for the mentoring role	T/503/5511	3	15	3
Support gifted and talented learners	R/601/7723	3	21	4
Facilitate community-based sport and physical activity	F/503/0652	3	73	16

Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF)

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

Learner entry requirements

There are no specific entry requirements for this qualification.

Focus Awards does not set any other entry requirements but training providers or colleges may have their own guidelines.

Age ranges

Entry is at the discretion of the centre; however learners should be 16 to undertake the qualification.

Geographical coverage

This qualification has been accredited for use in England and Northern Ireland.

Reasonable adjustments and special considerations

Please refer to the Focus Awards 'Focus Awards Reasonable Adjustments and Special Consideration Policy'

Assessment methods

The Focus Awards Level 3 Certificate in Supporting the Delivery of Physical Education and School Sport (RQF) is internally assessed and externally assured by Focus Awards.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and the assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists on related action plans

Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF)

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

- Witness testimony
- Learner product
- Worksheets
- Assignments / projects / reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Evidence may be drawn from actual or simulated situations where appropriate and where permitted by the relevant Sector Skills Council or Sector Skills Body.

Progression routes

Learners wishing to progress from this qualification can undertake the following qualification:

- Level 2 Certificate Supporting Teaching and Learning in Schools
- Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF)

Useful websites and supporting materials

- www.focusawards.org.uk
- www.ofqual.gov.uk
- www.skillsactive.org.uk

Links to national occupational standards

Focus Awards has mapped to NOS where they exist.

Appendix A: Units

Unit Title:	Communication and professional relationships with children, young people and adults		
Unit No:	F/601/3327		
Level:	3		
GLH:	10		
Credit:	2		
Unit details:	The aim of this unit is to provide the learner with the knowledge and understanding of the principles of developing positive relationships with children, young people and adults and legislation, policies and procedures for confidentiality and sharing information, including data protection.		
Learning Outcome The learner will:	Assessment Criterion The learner can:		
1	Understand the principles of developing positive relationships with children, young people and adults	1.1	Explain why effective communication is important in developing positive relationships with children, young people and adults
		1.2	Explain the principles of relationship building with children, young people and adults
		1.3	Explain how different social, professional and cultural contexts may affect relationships and the way people communicate
2	Understand how to communicate with children, young people and adults	2.1	Explain the skills needed to communicate with children and young people
		2.2	Explain how to adapt communication with children and young people for: <ul style="list-style-type: none"> • The age of the child or young

Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF)

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

			<p>person</p> <ul style="list-style-type: none"> • The context of the communication • Communication differences
		2.3	Explain the main differences between communicating with adults and communicating with children and young people
		2.4	Explain how to adapt communication to meet different communication needs of adults
		2.5	Explain how to manage disagreements with children, young people and adults
3	Understand legislation, policies and procedures for confidentiality and sharing information, including data protection	3.1	Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information
		3.2	Explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this
		3.3	Justify the kinds of situation when confidentiality protocols must be breached

Unit Title:	Schools as organisations		
Unit No:	A/601/3326		
Level:	3		
GLH:	15		
Credit:	3		
Unit details: The aim of this unit is to provide the learner with the knowledge of the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including; general bodies such as the Health and Safety Executive and school specific regulatory bodies. Along with the structure of education from early years to post-compulsory education.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know the structure of education from early years to post-compulsory education	1.1	Summarise entitlement and provision for early years education
		1.2	Explain the characteristics of the different types of schools in relation to educational stage(s) and school governance
		1.3	Explain the post 16 options for young people and adults
2	Understand how schools are organised in terms of roles and responsibilities	2.1	Explain the strategic purpose of: a school governors b senior management team c other statutory roles e.g. SENCO d teachers e support staff roles
		2.2	Explain the roles of external professionals who may work with a school e.g. educational psychologist
3	Understand school ethos, mission, aims and values	3.1	Explain how the ethos, mission, aims and values of a school may be reflected in working practices
		3.2	Evaluate methods of

Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF)

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

			communicating a school's ethos, mission, aims and values
4	Know about the legislation affecting schools	4.1	Summarise the laws and codes of practice affecting work in schools
		4.2	Explain how legislation affects how schools work
		4.3	Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including: a general bodies such as the Health and Safety Executive b school specific regulatory bodies
5	Understand the purpose of school policies and procedures	5.1	Explain why schools have policies and procedures
		5.2	Summarise the policies and procedures schools may have relating to: <ul style="list-style-type: none"> • Staff • Pupil welfare • Teaching and learning • Equality, diversity and inclusion • Parental engagement
		5.3	Evaluate how school policies and procedures may be developed and communicated
6	Understand the wider context in which schools operate	6.1	Summarise the roles and responsibilities of national and local government for education policy and practice

Unit Title:	Understand Child and Young Person Development.		
Unit No:	L/601/1693		
Level:	3		
GLH:	15		
Credit:	3		
Unit details: The aim of this unit is to provide the learner with the knowledge and the understanding of the factors that influence children and young people's development and how these affect practice and how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the expected pattern of development for children and young people from birth - 19 years.	1.1	Explain the sequence and rate of each aspect of development from birth – 19 years.
		1.2	Explain the difference between sequence of development and rate of development and why the difference is important.
2	Understand the factors that influence children and young people's development and how these affect practice.	2.1	Explain how children and young people's development is influenced by a range of personal factors
		2.2	Explain how children and young people's development is influenced by a range of external factors
		2.3	Explain how theories of development and frameworks to support development influence current practice.
3	Understand how to monitor children and young people's development and interventions that should take place if this is not	3.1	Explain how to monitor children and young people's development using different methods.
		3.2	Explain the reasons why children

	following the expected pattern.		and young people's development may not follow the expected pattern.
		3.3	Explain how disability may affect development.
		3.4	Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern
4	Understand the importance of early intervention to support the speech, language and communication needs of children and young people.	4.1	Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition.
		4.2	Explain how multi agency teams work together to support speech, language and communication.
		4.3	Explain how play and activities are used to support the development of speech, language and communication.
5	Understand the potential effects of transitions on children and young people's development.	5.1	Explain how different types of transitions can affect children and young people's development.
		5.2	Evaluate the effect on children and young people of having positive relationships during periods of transition.

Unit Title:	Understand How to Safeguard the Wellbeing of Children and Young People.		
Unit No:	Y/601/1695		
Level:	3		
GLH:	25		
Credit:	3		
Unit details: The aim of this unit is to provide the learner with the knowledge and the understanding of the main legislation, guidelines, policies and procedures for safeguarding children and young people and the importance of working in partnership with other organisations to safeguard children and young people.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people.	1.1	Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people.
		1.2	Explain child protection within the wider concept of safeguarding children and young people.
		1.3	Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people.
		1.4	Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice.
		1.5	Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.

Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF)

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

2	Understand the importance of working in partnership with other organisations to safeguard children and young people.	2.1	Explain the importance of safeguarding children and young people.
		2.2	Explain the importance of a child or young person centred approach.
		2.3	Explain what is meant by partnership working in the context of safeguarding.
		2.4	Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed.
3	Understand the importance of ensuring children and young people's safety and protection in the work setting.	3.1	Explain why it is important to ensure children and young people are protected from harm within the work setting.
		3.2	Explain policies and procedures that are in place to protect children and young people and adults who work with them.
		3.3	Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistle-blowers and those whose practice or behaviour is being questioned are protected.
		3.4	Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.
4	Understand how to respond to evidence or concerns that a child or young person has been abused or harmed.	4.1	Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.

		4.2	Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting.
		4.3	Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.
5	Understand how to respond to evidence or concerns that a child or young person has been bullied.	5.1	Explain different types of bullying and the potential effects on children and young people.
		5.2	Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place.
		5.3	Explain how to support a child or young person and/or their family when bullying is suspected or alleged.
6	Understand how to work with children and young people to support their safety and wellbeing.	6.1	Explain how to support children and young people's self-confidence and self-esteem.
		6.2	Analyse the importance of supporting resilience in children and young people.
		6.3	Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety.
		6.4	Explain ways of empowering children and young people to make positive and informed choices that support their well-being and safety.
7	Understand the importance	7.1	Explain the risks and possible

	of e-safety for children and young people.		consequences for children and young people of being online and of using a mobile phone.
		7.2	Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> • social networking • internet use • buying online • using a mobile phone.

Unit Title:	Support assessment for learning		
Unit No:	A/601/4072		
Level:	3		
GLH:	20		
Credit:	4		
Unit details:	The aim of this unit is to provide the learner with the knowledge and the understanding of the purpose and characteristics of assessment for learning and be able to use assessment strategies to promote learning.		
Learning Outcome The learner will:	Assessment Criterion The learner can:		
1	Understand the purpose and characteristics of assessment for learning	1.1	Compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements
		1.2	Summarise the difference between formative and summative assessment
		1.3	Explain the characteristics of assessment for learning
		1.4	Explain the importance and benefits of assessment for learning
		1.5	Explain how assessment for learning can contribute to planning for future learning carried out by: <ul style="list-style-type: none"> • the teacher • the learners • the learning support practitioner
2	Be able to use assessment strategies to promote learning	2.1	Obtain the information required to support assessment for learning
		2.2	Use clear language and examples to discuss and clarify

			personalised learning goals and criteria for assessing progress with learners
		2.3	Use assessment opportunities and strategies to gain information and make judgements about how well learners are participating in activities and the progress they are making
		2.4	Provide constructive feedback to learners to help them understand what they have done well and what they need to develop
		2.5	Provide opportunities and encouragement for learners to improve upon their work
3	Be able to support learners in reviewing their learning strategies and achievements	3.1	Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs
		3.2	Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning
		3.3	Support learners in using peer assessment and self-assessment to evaluate their learning achievements
		3.4	Support learners to: <ul style="list-style-type: none"> • reflect on their learning • identify the progress they have made • identify their emerging learning needs • identify the strengths and weaknesses of their learning

Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF)

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

			strategies and plan how to improve them
4	Be able to contribute to reviewing assessment for learning	4.1	<p>Provide feedback to the teacher on:</p> <ul style="list-style-type: none"> • Learner participation and progress in the learning activities • Learners' engagement in and response to assessment for learning • Learners' progress in taking responsibility for their own learning
		4.2	Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning

Unit Title:	Plan a Physical Education and School Sport Programme		
Unit No:	J/505/1759		
Level:	3		
GLH:	29		
Credit:	5		
Unit details:	The aim of this unit is to provide the learner with the knowledge and the understanding of being able to design and plan a High-Quality Physical Education and School Sport activity programme to promote achievement in Physical Education and be able identify and access resources to support the delivery of a High-Quality Physical Education and School Sport programme.		
Learning Outcome The learner will:	Assessment Criterion The learner can:		
1	Be able to design and plan a High-Quality Physical Education and School Sport activity programme to promote achievement in Physical Education	1.1	Justify the structure and content of a Physical Education and School Sport annual programme of activity
		1.2	Distinguish the activities to be included in an annual programme, consistent with the evaluation of: <ul style="list-style-type: none"> • The National Curriculum Programme of Study for Physical Education • Extra-curricular physical activity • Pupil(s') development/ Key Stage • Pupil(s') progress and attainment • Goals linked to other areas of the National Curriculum
		1.3	Develop an outline plan for a unit of work from within the annual programme
		1.4	Develop individual session plans

			<p>that:</p> <ul style="list-style-type: none"> • consist of challenging outcomes to meet high expectations corresponding to the stage, abilities and needs of pupils • help pupils to achieve goals against Physical Education stated aims • ensure that planned activities are consistent with agreed Safe Practice in Physical Education and School Sport are progressively linked
		1.5	Develop contingencies to address a variety of scenarios
		1.6	Review and revise the planned activities with a teacher, pupils and others
2	Be able to identify and access resources to support the delivery of a High-Quality Physical Education and School Sport programme	2.1	Clarify sources of information and resources to support the planning process
		2.2	Distinguish the resources needed to deliver the unit of work and individual planned sessions
		2.3	Justify how the planned resources meet the stage, abilities and needs of pupils
		2.4	Explain how to access the resources required
		2.5	Ensure the resources meet with the accepted guidelines for Safe Practice in Physical Education and School Sport
3	Be able to plan for the review of a High-Quality Physical Education and	3.1	Justify who will contribute to the planned review process
		3.2	Distinguish viable methods to

	School Sport programme		review the programme that are safe, valid and reliable
		3.3	Develop a review schedule for the programme
		3.4	Review and revise the review schedule with a teacher, pupils and others

Unit Title:	Deliver a Physical Education and School Sport Programme		
Unit No:	F/505/1761		
Level:	3		
GLH:	22		
Credit:	4		
Unit details:	The aim of this unit is to provide the learner with the knowledge and the understanding of being able to establish and maintain relationships with pupils and others involved in the delivery of the Physical Education and School Sport Programme.		
Learning Outcome The learner will:	Assessment Criterion The learner can:		
1 Be able to establish and maintain relationships with pupils and others involved in the delivery of the Physical Education and School Sport Programme	1.1	Summarise information about the programme to teachers, pupils, parents and others (e.g. Other coaches or facility management)	
	1.2	Coordinate the allocation of resources and brief others on their responsibilities and contributions to the programme	
	1.3	Implement the resources needed to deliver a unit of work and individual planned sessions from within the Physical Education and School Sport annual programme of activity	
	1.4	Ensure others understand and apply the guidelines for Safe Practice in Physical Education and School Sport when working with pupils	
	1.5	Establish positive relationships with pupils and others	
	1.6	Apply communication styles appropriate to: <ul style="list-style-type: none"> • Pupil(s) • Others 	

Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF)

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

			<ul style="list-style-type: none"> • Delivery of the programme
		1.7	Demonstrate how to provide opportunities for pupils to enjoy the learning experience
		1.8	Manage pupils' engagement with each other effectively and fairly, in a way appropriate to their needs
		1.9	Demonstrate how to adapt own delivery to suit the changing environment and pupil(s') needs and abilities
2	Be able to deliver a High-Quality Physical Education and School Sport programme	2.1	Implement the Physical Education and School Sport annual programme of activity
		2.2	Demonstrate how to allocate activities to pupils in a way that is appropriate to them and is likely to maximise learning
		2.3	Provide demonstrations that are technically correct
		2.4	Explain the activities in a way appropriate to the pupils' level of understanding
		2.5	Apply motivational techniques to help pupils achieve goals against Physical Education stated aims
		2.6	Implement methods to check pupils' understanding
		2.7	Demonstrate how to support a range of abilities to enable pupils to learn and participate effectively
		2.8	Apply the principles of inclusion to meet a range of learner's needs
3	Be able to review pupil(s') progress during the	3.1	Evaluate pupil(s') performance using methods identified in the

Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF)

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

	implementation of the Physical Education and School Sport programme		evaluation plan
		3.2	Compile information on the evaluation of pupil(s') progress and attainment
		3.3	Empower pupils to evaluate and recognise their achievements
		3.4	Demonstrate how to give appropriate, positive and timely feedback
		3.5	Evaluate pupil(s') progress in a fair and equitable manner
		3.6	Identify and agree improvements to the programme as a result of the review activities
	3.7	Record evaluations in a format that will allow them to be shared	
4	Understand how to modify the Physical Education and School Sport programme in response to feedback and changes in needs	4.1	Diagnose goals and components of the Physical Education and School Sport programme that may need to be adapted
		4.2	Develop contingency plans
		4.3	Justify and agree modifications to goals and programmes with teacher(s), pupil(s) and relevant others
		4.4	Explain resource implications as a result of modifications made
		4.5	Introduce the modifications to teacher(s), pupil(s) and relevant others, appropriate to their needs
		4.6	Monitor the impact of improvements made and modify the programme as necessary

Unit Title:	Review the Delivery of a Physical Education and School Sport Programme		
Unit No:	J/505/1762		
Level:	3		
GLH:	13		
Credit:	3		
Unit details:	The aim of this unit is to provide the learner with the knowledge and the understanding of being able to monitor the implementation of a High-Quality Physical Education and School Sport programme and review own contributions to the Physical Education and School Sport programme.		
Learning Outcome The learner will:	Assessment Criterion The learner can:		
1	be able to monitor the implementation of a High-Quality Physical Education and School Sport programme	1.1	Explain the importance of the reviews to teacher(s), pupil(s), parent(s) and others and encourage them to contribute
		1.2	Evaluate the implementation of the programme based on a pre-planned review schedule
		1.3	Collect and record monitoring information at planned points throughout the programme
		1.4	Check that information collected is valid and reliable
		1.5	Collate the information in a way that will help it to be analysed
		1.6	Analyse the information and feedback to determine: <ul style="list-style-type: none"> • Whether the programme met its intended goals • Whether the programme challenged and set high expectations for all learners • Whether the content, structure, breadth and balance of the programme were appropriate

Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF)

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

			<ul style="list-style-type: none"> • The appropriateness of resources • Whether the programme was safe and promoted positive behaviours towards learning • Own performance and the contributions of others
		1.7	Treat confidential information appropriately
		1.8	Explain the impact recommendations for improvement will have on future programmes
2	Be able to monitor and review own contributions to the Physical Education and School Sport programme	2.1	Reflect on all aspects of own current teaching/ coaching and learning practice throughout the programme
		2.2	Develop and record a personal action plan that will help improve own teaching/ coaching and learning practice for identified areas
		2.3	Identify development activities that can contribute to a personal action plan
		2.4	Participate in development activities to improve own personal teaching/ coaching and learning performance
3	Be able to provide assistance in the development of other adults supporting learners	3.1	Describe the typical skills and knowledge required of other adults supporting learners
		3.2	Evaluate learning resources that could support the development of other adults supporting learners
		3.3	Explain the provision of development guidance and

		support to other adults supporting learners within own level of expertise
	3.4	Provide development and support in a manner, level and pace appropriate to other adults supporting learners' needs
	3.5	Evaluate the outcomes of the development and support provided
	3.6	Provide feedback to other adults supporting learners on their performance and contributions
	3.7	Identify relevant people who may be able to provide advice on issues outside own area of competence or authority

Unit Title:	Organise and lead a sports event or competition		
Unit No:	H/601/8410		
Level:	3		
GLH:	10		
Credit:	3		
Unit details: The aim of this unit is to provide the learner with the knowledge and the understanding of being able to plan an event or competition for a specific community group and be able to promote and event or competition.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Plan an event or competition for a specific community group.	1.1	Produce a proposal that outlines the structure of the event or competition.
		1.2	Undertake the planning of an event or competition.
2	Promote an event or competition.	2.1	Promote the event or competition in a range of ways for a variety of different audiences.
3	Work with internal and external partners.	3.1	Work effectively with external partners in the planning and delivery of an event or competition.
		3.2	Work effectively with internal colleagues in the planning and delivery of an event or competition.
4	Take part in the evaluation of the event or competition.	4.1	Evaluate the event and identify what went well and less well and suggest what should be done differently next time.
		4.2	Evaluate the impact the event or competition had upon the specific community group.
		4.3	Report the findings to external partners.
		4.4	Independently evaluate the role

			they played, identifying their strengths and areas for development.
--	--	--	---

Unit Title:	Preparing for the mentoring role		
Unit No:	T/503/5511		
Level:	3		
GLH:	15		
Credit:	3		
Unit details: The aim of this unit is to provide the learner with the knowledge and the understanding of own role and responsibilities in relation to mentoring and techniques to establish and maintain a mentoring relationship.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand own role and responsibilities in relation to mentoring	1.1	Describe the role and responsibilities of the mentor
		1.2	Explain the skills required for mentoring
		1.3	Identify the need for codes of conduct and ground rules when setting boundaries for mentoring
		1.4	Explain the importance of confidentiality in a mentoring relationship
2	Understand ways to identify individual mentoring needs	2.1	Describe ways in which individual coaching needs are identified
		2.2	Identify learning needs that can be met through mentoring
		2.3	Explain ways to clarify the learner's goals and facilitate their achievement
3	Understand techniques to establish and maintain a mentoring relationship	3.1	Explain key techniques of mentoring that meet learner needs
		3.2	Identify resources required for mentoring
		3.3	Describe how potential barriers to mentoring can be overcome through building a rapport with individuals in mentoring sessions
		3.4	Describe ways of creating an

			environment in which effective mentoring can take place
4	Understand how to review progress through mentoring	4.1	Describe how to review the mentee's progress
		4.2	Explain how to provide feedback to learners on their progress
		4.3	Explain how to use learning received through mentoring
		4.4	Review own mentoring role and identify areas for development

Unit Title:	Support gifted and talented learners		
Unit No:	R/601/7723		
Level:	3		
GLH:	21		
Credit:	4		
Unit details: The aim of this unit is to provide the learner with the knowledge and the understanding of the needs of gifted and talented learners to be able to contribute to planning learning programmes for gifted and talented learners.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the needs of gifted and talented learners	1.1	Explain the particular gifts or talents of learners in the setting
		1.2	Analyse the additional learning needs of gifted and talented learners in the setting
		1.3	Identify sources of support for gifted and talented pupils: a) within the setting b) outside of the setting
2	Be able to contribute to planning learning programmes for gifted and talented learners	2.1	Use knowledge of the learners and curriculum to contribute to planning learning programmes to meet the personalised learning needs of gifted and talented learners
		2.2	Work with others to identify acceleration, extension and enrichment activities to meet the needs of gifted and talented learners in the setting
		2.3	Develop learning activities based on the planned learning objectives to: a) add breadth and depth b) accelerate the pace of

		<p>learning</p> <p>c) develop higher order learning skills</p> <p>d) promote independent learning</p> <p>e) support reflection and self-evaluation</p> <p>f) maintain learners' motivation and interest</p>
		<p>2.4 Select and prepare learning resources relevant to:</p> <p>a) the learners' needs, interests and abilities</p> <p>b) the enriched teaching and learning objectives</p>
3	Be able to support learning activities for gifted and talented learners	<p>3.1 Demonstrate a range of strategies for ensuring the active participation of gifted and talented learners in learning activities</p> <p>3.2 Work in partnership with learners to support the learning process</p> <p>3.3 Support learners in evaluating the extent to which the learning activities enabled them to meet their learning objectives</p> <p>3.4 Support learners to evaluate their learning strategies and achievements and plan future learning</p> <p>3.5 Provide information to learners about other opportunities for developing their particular gifts or talents</p>

Unit Title:	Facilitate community-based sport and physical activity		
Unit No:	F/503/0652		
Level:	3		
GLH:	73		
Credit:	16		
Unit details: The aim of this unit is to provide the learner with the knowledge and the understanding of how to plan and deliver sport and physical activity programmes in the community and how to enable communities to organise and sustain opportunities for participation and progression.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know how to facilitate community-based sport and physical activity	1.1	Explain the potential which sport and physical activity have for community development
		1.2	Explain government policies in relation to sport and physical activity in the community
		1.3	Explain the potential which widening community participation has for the development of sport and physical activity
		1.4	Explain the relationship between levels of physical activity and health in the community
		1.5	Compare and contrast community sports approaches with conventional sports approaches
		1.6	Identify and explain key concepts and principles of a community empowerment approach
		1.7	Identify own organisation's strategies and policies for community-based sport and

			physical activity
		1.8	Interpret the policies and practices of other organisations which are relevant to own work in community-based sport and physical activity
2	Know how to research the community and establish working relationships	2.1	Identify models and case studies of effective practice in community-based sport and physical activity
		2.2	Compare and contrast different types of communities – for example, urban and rural – and how their different features and needs will influence working practices
		2.3	Explain why it is important to develop an accurate understanding of the community in which work is carried out
		2.4	Evaluate the advantages and disadvantages of different sources of information and research methods which should be used to develop an understanding of the community
		2.5	Identify the broad types of community issues that may impact on new programmes of activity
		2.6	Explain how to analyse the information collected and how to draw conclusions based on this analysis
		2.7	Explain the importance of exploring and challenging assumptions of self or others about the community
		2.8	Identify partnerships which may

		already exist in or with the community
	2.9	Explain why it is important to understand relationships and hierarchies in communities and partnerships
	2.10	Explain how to identify, establish contact and network with the people most relevant to own work in the community
	2.11	Explain why it is important to approach people and establish a relationship with them in a way that is appropriate to them and their expectations
	2.12	Explain how to approach people and establish a relationship with them in a way that is appropriate to them and their expectations
	2.13	Explain how to build lasting and respectful relationships with people in the community
	2.14	Explain why it is important to explain own role, aims and objectives and clarify any information about responsibilities
	2.15	Explain the importance of collaborative working and trying, wherever possible, to align agendas
	2.16	Explain how to identify and bring together people in the community who could contribute to and benefit from possible sport and physical activity programmes
	2.17	Explain how to identify community needs and ways in which sport and active

			recreation might address these needs whilst working closely with target communities
		2.18	Describe the typical target groups in the community
		2.19	Explain the likely 'hooks' that will involve target groups in sport and active recreation
		2.20	Explain how to make programmes accessible to target groups
		2.21	Explain how to promote programmes to target groups
3	Be able to research the community and establish working relationships	3.1	Collect, organise and analyse as much relevant information about the community as possible
		3.2	Explore and challenge assumptions where necessary
		3.3	Develop an evidence-based community profile and consult to ensure conclusions are valid
		3.4	Make contact with the people most relevant to own work in a way that is appropriate to them
		3.5	Explain own role, aims and objectives in a way that is consistent with own organisation's strategy
		3.6	Where possible, negotiate how to bring own objectives and those of others into alignment
		3.7	Identify and agree ways of working collaboratively and building own relationship
		3.8	Record what has been learned, for future reference
4	Know how to plan and deliver sport and physical activity programmes in the	4.1	Explain how to develop programmes that address issues such as inclusion, personal

community		development, social development, as well as physical and skills-based development
	4.2	Explain how to consult effectively in a community and why it is important to make use of community feedback
	4.3	Describe why it may be necessary to make use of unconventional facilities for programmes, what types of facilities could be used, and how to adapt them
	4.4	Explain how to select staff for community based programmes and the types of skills, qualities and experience to be looked for
	4.5	Describe why it is important that staff understand the specific aims and objectives of programme, projects and the organisation as a whole
	4.6	Describe why it is important to monitor programmes and respond to new opportunities, interests and needs
	4.7	Explain how to encourage and empower people to express community needs
	4.8	Explain how to influence people and use evidence-based research to demonstrate how sport and physical activity can benefit communities and stimulate their development
	4.9	Explain how to enable people to identify opportunities for participation in sport and physical activity that could

			address community needs
		4.10	Evaluate the advantages and disadvantages of different types of opportunities for participation in sport and physical activity that could address community needs
		4.11	Explain why people in the community need to understand their own strengths and weaknesses in relation to planning and providing opportunities
		4.12	Explain how to support people in the community to understand their own strengths and weaknesses in relation to planning and providing opportunities
5	Be able to plan and deliver sport and physical activity programmes in the community	5.1	Bring together people in the community who could contribute to and benefit from possible programmes
		5.2	Enable people to identify community needs and possible target groups
		5.3	Enable people to see how sport and physical activity programmes could help to meet these needs
		5.4	Develop aims, objectives and plans for programmes which will meet community needs and be attractive and accessible to the target groups
		5.5	Carry out effective community consultation on plans with relevant people, using feedback to improve plans
		5.6	Organise the programmes, using

			resources most appropriate to the aims and objectives and ensuring inclusivity for the target group
		5.7	Promote the programmes in a way that will be attractive to the target groups, and deal with referrals from other agencies when they occur
		5.8	Make sure all staff understand the aims and objectives of the programmes and work in a way which will achieve these
		5.9	Monitor the programmes and make adjustments taking account of new and emerging interests, needs and opportunities
		5.10	Work with people in the community to evaluate the programmes and identify potential improvements and further developments
6	Know how to enable communities to organise and sustain opportunities for participation and progression	6.1	Explain why it is important to encourage people to use their own community resources, for example volunteers, facilities, etc., rather than relying completely on support from other people
		6.2	Explain how to identify and address weaknesses in the target community in relation to planning and organising opportunities
		6.3	Identify types of conflict that may occur between different sections of the community and how to negotiate conflict

			resolution
		6.4	Explain how to empower people to evaluate and promote the benefits that arise from opportunities for sport and physical activity
		6.5	Explain why sustainable development and capacity building are important when developing sport and physical activity within communities
		6.6	Explain how to promote the longer term benefits that can arise from target groups having the opportunity to participate in and develop within sport and physical activity
		6.7	Explain how to empower people to establish more permanent legacy strategies and structures for sport and physical activity in their community
7	Be able to enable communities to organise and sustain opportunities for participation and progression	7.1	Empower people to identify longer term community needs and explore possible opportunities for participation and progression
		7.2	Empower people to identify how they can integrate possible opportunities with existing projects and initiatives
		7.3	Empower people to identify and assess their own strengths and weaknesses in relation to these possible opportunities
		7.4	Encourage people to make best use of community strengths and resources whilst providing them with the professional support they

		need to address weaknesses
	7.5	Empower people to deal with conflict and negotiate effective ways of working together
	7.6	Empower people to evaluate opportunities when they have occurred and to identify the benefits
	7.7	Support people to plan and develop a legacy of more permanent structures, skills and resources for participation and progression
	7.8	Plan, agree and follow through a strategy for the community to sustain participation and progression without own personal involvement
	7.9	Maintain contact with people to evaluate progress and identify any other types of support they may need

Appendix B: Assessment strategy

Tutor and Assessor Requirements

Awarding organisations are expected to ensure that their centres approved to deliver the specified qualification(s) have as a minimum two appropriately qualified staff assigned to the delivery, assessment and quality assurance functions.

It is essential that candidates are assessed by competent individuals. It is important that assessors are able to recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough knowledge and understanding of assessment and quality assurance practices and an in-depth knowledge and understanding of the qualifications for which they are assessing candidates.

General criteria for a recognised centre's workforce involved with the delivery, assessment or quality assurance of the Focus Awards Level 2 Award in the Principles of Coaching Sport must:

- Possess a coaching qualification equivalent to the level of qualification being delivered/ assessed/ quality assured
- Demonstrate active involvement in sector-relevant continued professional development during the last two years
- Aspire to work towards relevant industry qualifications at an appropriate pace.
- Have knowledge of and a commitment to the sports coach UK coaching code of ethical practice.

In addition to the general criteria above, those involved in the delivery of the learning should:

- Ideally hold or must be working towards (where appropriate) a recognised teaching qualification (examples might include: 1st4sport Level 3 Certificate in Tutoring in Sport; Level 3/ 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS); Level 3/ 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS); Level 5 Diploma in

Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF)

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

Teaching in the Lifelong Learning Sector (DTLLS); Certificate in Education; Post Graduate Certificate in Education; or equivalent) or have attended training mapped to national occupational standards.

- Have participated in a centre-facilitated qualification-specific standardisation event.

In addition to the general criteria above, those involved in the assessment of a qualification should:

- Ideally hold or must be working towards (where appropriate) a recognised assessing qualification (examples include: ENTO units D32 and D33; A1 and/ or A2 Assessor units; 1st4sport Level 3 Introduction to Assessment Practice in Sport (IAPS); Level 3 Award in Assessing Vocationally Related Achievement (RQF); Level 3 Award in Assessing Competence in the Work Environment (RQF); Level 3 Certificate in Assessing Vocational Achievement (RQF)) or have attended training mapped to national occupational standards.
- Have participated in a centre-facilitated qualification-specific induction training.

In addition to the general criteria above, those involved in the internal verification of a qualification should:

- Ideally hold or must be working towards a recognised internal verification/ quality assurance qualification (examples include: ENTO Unit D34; ENTO Unit V1; The 1st4sport Level 3 Certificate in Internal Verification Practice in Sport (CIVPS); Level 4 Award in the Internal Quality Assurance of Assessment Process and Practice (RQF)) or have attended training mapped to national occupational standards
- Have participated in a centre-facilitated qualification-specific standardisation event.

Those appointed by awarding organisations to fulfil the external verification role of the specified qualifications must:

- hold a current Level 3 sport-specific coaching qualification

Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF)

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

- hold or be working towards a recognised qualification in external quality assurance
- Have participated in an awarding organisation-facilitated qualification-specific standardisation event.
- Whilst reference is made above to working towards the relevant qualifications, it is strongly recommended that the centre's workforce hold a recommended identified qualification. In addition to this being championed as good practice, assessments conducted by someone holding the appropriate qualification will potentially provide the learner with more transferable evidence for use in progression to other qualifications.

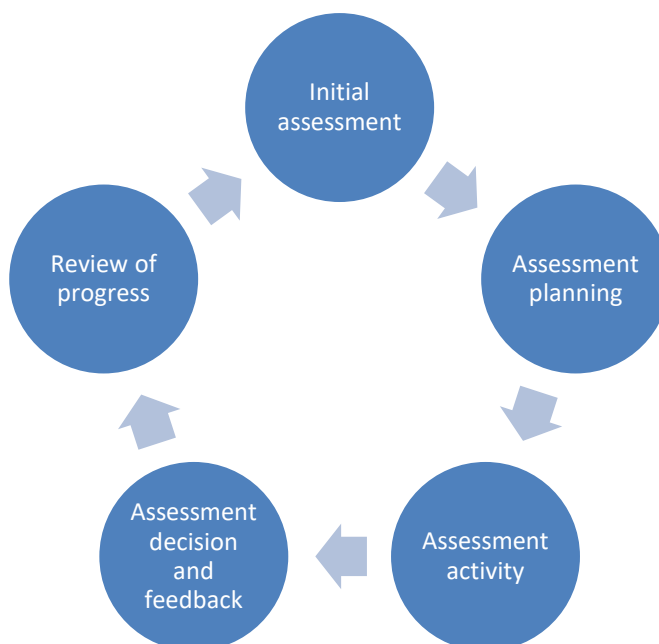
Appendix C: Assessment Best Practice

The assessment process

The assessment process is a systematic procedure which should be followed to give learners a positive experience. This can be achieved by following the assessment cycle. The cycle will continue until all aspects of the qualification have been achieved by your learner(s).

Throughout the cycle, standardisation of assessment practice between assessors should take place; this will ensure consistency and fairness of decisions and that all assessors interpret the requirements in the same way. Internal Quality Assurance will also take place throughout the cycle as part of your Centre's internal quality assurance arrangements.

The assessment cycle



Initial assessment

The assessor must ascertain if the learner has any previous knowledge and/or experience of the subject/topic/unit to be assessed. This information can be obtained through application forms, interviews or professional discussions. The results of the initial assessment will give you vital information regarding your learners which you may be able to use within the assessment process for example claiming exemptions, equivalences, credit transfer or Recognition of Prior Learning (RPL). It will also give you vital information if your learner requires further training or any additional support they may need. This process might not always be carried out by the assessor, but the information obtained must be passed onto the assessor in order for them to effectively move onto the next stage of the assessment cycle and plan the learner assessment. Initial assessment is known as assessment for learning, as it helps prepare learners for assessment and identifies their potential.

Assessment planning

Assessment planning should be short and medium/long term, to allow for both formative and summative assessment to take place. Inclusion of your learner(s) in the planning process will help identify what they have learnt, how and when they will be assessed and will allow for communication to take place to clarify any points or concerns.

Assessment activity

The assessor must use relevant methods, approaches and activities for example observation, questioning, assignments or gathering appropriate evidence of competence. Assessment can be formative (usually ongoing and to check progress) and summative (usually at the end, that fully achieves the assessment criteria and fully concludes the assessment cycle).

Assessment decision and feedback

The assessor makes a judgement of success or otherwise, giving constructive feedback and agreeing further action that may be necessary. Records of what was assessed and the decisions made should always be maintained.

Review of progress

The assessor reviews the progress and achievement with the learner, discussing any other issues that may be relevant to the learning and assessment process. Within this session, the assessor will naturally start the assessment cycle again, by identifying what is the next stage in the assessment of the qualification, how the learner will achieve this and then planning the assessment.

Records should be maintained throughout all aspects of the assessment cycle and internal quality assurance activities should take place on an ongoing basis.

Exemptions, equivalences, credit transfer and RPL

With the introduction of the RQF it now enables learners to avoid duplication of learning and assessment through equivalences or exemptions as follows:

- For achievements within the RQF it is possible to transfer credit (equivalence)
- Individuals with certificated achievements outside the RQF can claim exemption from the requirement to achieve credits for designated units
- If a learner has previously achieved the same unit through another awarding organisation, this will be classed as a credit transfer.

In all these cases as the learner has already had their achievement recognised, and will have received a certificate to confirm this, their achievement towards this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and **MUST NOT** be allocated any credit achievement.

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Therefore the learner is either awarded the unit or can progress straight to assessment without the need for delivery. This will show as a unit achievement on the certificate. For any learner who has previously achieved units that

Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF)

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

have been approved as Exemptions, Equivalences, and Credit Transfer or will be achieved through RPL it is your responsibility to inform Focus Awards at registration, through the use of the registration excel spread sheet.

The claim must first of all be made to your Centre and it is your responsibility to make the initial consideration – if you are in any doubt you should request advice/clarification from Focus Awards. Upon authorising the request, you must ensure that appropriate evidence and documentation is reviewed, maintained and made available to Focus Awards staff as required.

Guided learning hours

The guided learning hours figure gives the minimum amount of time required to ‘deliver’ the programme, and includes all times when a member of staff is present to give specific guidance towards learning aims/outcomes, as well as other structured learning time such as directed assignments, supported individual study or practice and assessments. It does not include time spent on learner-initiated work; or time spent by tutors marking assignments where the learner is not present.

Assessment

Assessment practices must reflect the Equality and Diversity Policy of Focus Awards and reasonable adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying reasonable adjustments.

Assessment must meet fully all learning outcomes and assessment criteria as described in the qualification specification / assessment strategy; although the method of assessment may sometimes be adjusted to cater for learners requiring alternative assessment methods. The qualification assessment strategy provides detailed assessment and evidence requirements.

Consistency of assessment decisions

The consistency of assessment decisions, across learners, sites and assessors, is of primary importance in assuring the quality of assessment within a Centre. Focus Awards ensures that the following mechanisms are in place to assist this:

- Assessors are qualified or working towards current assessor standards:
- Level 3 Award in Assessing Vocational Achievement or Level 3 Award in Assessing Competence in the Work Environment. Note: D32/33 and A1 is also acceptable;
- Assessors have relevant subject competency in the units that they wish to assess;
- Assessors are observed assessing by qualified IQAs at least once per year;
- Standardisation exercises are carried out within the Centre;
- Focus Awards issue 'Assessment Guidance' documentation for each qualification;
- Centre training days run by Focus Awards include assessment best practice;
- External quality assurance is carried out at least twice per year in each Centre by trained and qualified EQAs.

Judging authenticity

- Assessors must ensure that the evidence provided by learners is valid, current, sufficient, reliable and authentic;
- Trainers/assessors should ensure that learners sign a declaration that their work is authentic i.e. their 'own unaided work';
- You must implement a Record of Achievement document to record how the learning outcomes and assessment criteria has been sufficiently covered. By 'signing off' learners' evidence using this document the assessors and IQAs are confirming that the assessment evidence submitted by the learner is authentic and their own unaided work and it is sufficient to meet the stated learning outcomes and assessment criteria.
- Where there is suspicion that the work may not be authentic, the assessor should carry out checks to ascertain its authenticity. For

example, oral questioning to check that the learner's knowledge matches the evidence provided.

- Evidence which is deemed to be inauthentic should not be accepted.

Guidance on re-submission of learner assessment

- There is no limit to the number of times that work may be resubmitted by the learner for assessment;
- However, you may wish to operate your own systems and policies for additional support/advice which may be given to learners who have been unsuccessful on a number of occasions;
- There is no limit to the number of times that assessments may be redrafted by the learner prior to assessment;
- Assessors/tutors may offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly, however, assessors/tutors must not give learners, or lead them to, the correct answers;
- Assessors/tutors should not add to learners' answers in worksheets, etc.... where they do not fully meet the required standard. Rather the learner should be asked to add to their answers themselves until they demonstrate competence.

Use of language and stimulus materials

It is your responsibility as a Centre to provide your learners with suitable resources and assessment materials to support them in their learning journey. Resources and assessment materials and the language used within these should be suitable and appropriate to their needs. They are only appropriate if they:

- Enable learners to demonstrate their level of attainment;
- Require knowledge, skills and understanding which are required for the qualification;
- Are clear and unambiguous (unless ambiguity forms part of the assessment) and
- Are not likely to cause unnecessary offence to learners.

The use of these materials will be reviewed during Centre EQA monitoring visits and in considering whether language and stimulus materials for learning and assessment are appropriate, an EQA will take into account the following:

- The age of learners who may reasonably be expected to take the qualification;
- The level of the qualification;
- The objective of the qualification;
- The knowledge, skills and understanding assessed for the qualification;
- It contains language or content which could lead a group of learners who share a common attribute or circumstance to experience – because of that attribute or circumstance – an unreasonable disadvantage in the level of attainment that they are able to demonstrate in the assessment.

Please note that for the creation of manuals or text books, you must show how each of the learning outcomes has been covered and for assessment materials you must adopt an evidence referencing system to show how each of the assessment criteria has been covered.

Appendix D: Guidance on observed assessments

Assessment briefing

When carrying out a planned observed assessment, it is essential that the assessor carries out a briefing prior to the assessment. The assessment briefing should cover the following information:

- Where the assessment will take place;
- How the assessment will be conducted;
- What the student is expected to present in terms of performance evidence;
- Any documentation which forms part of the assessment;
- When questioning and feedback will take place;
- What to do if there is a disagreement with the assessment decision (appeals procedure);
- The assessor should also use this time to let students ask questions or seek clarification on anything relating to the planned assessment. Others involved in the assessment process should be part of the assessment briefing.

The assessment briefing is usually carried out in a group situation and then the assessor will briefly confirm the process with each individual before the assessment commences.

Observing the learner

Observation is the main method of assessing practical competence and involves the assessor watching the student carry out the planned tasks. When carrying out an observed assessment, the assessor should adhere to the following guidelines:

- Involve the student;
- Complete an adequate briefing;
- Use an assessment checklist;
- Ensure good observational position enabling you to see/hear appropriately;

- Avoid becoming involved in the assessment process except in instances of health or safety or when 'moving on';
- When 'moving on', stick to the phrase 'thank you, can you move onto the next exercise please'. Avoid using phrases such as 'that's great' or 'well done' – this could give an indication of performance;
- Ensure sufficient time is planned to give immediate feedback after the assessment;
- Use a method of recording the observation that is as unobtrusive as possible. Rustling papers can prove disruptive in a quiet environment where people are concentrating on what is being assessed;
- Be seen to be observing, never eat, talk to other people, text on a mobile phone or any other such action which will distract from your observation;
- Avoid using positive/negative body language – this could give an indication of performance.

Suggested stages of an observation for Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF)

- **Step 1**
Initial Learner briefing
- **Step 2**
Direct Observation
- **Step 3**
Learner/Client Feedback
- **Step 4**
Learner Evaluation with client (15 minutes minimum)
- **Step 5**
Assessor Questions (open and non-leading)
- **Step 6**
Assessor Decision (pass/refer)
- **Step 7**

Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF)

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

Assessor Feedback (constructive, concise and relevant to performance criteria, written and verbal)

Questioning to Assess Knowledge and Understanding

- It is easy to infer a level of understanding by what we see during observation and so it is essential that we question learners if we are ever in doubt about underpinning knowledge;
- However, a question should not be asked if the assessor does not see a particular PC.
- Questions can be divided into two categories:
 - Open questions start with the words, 'How?', 'What?', 'When?', 'Where?', 'Why?' and 'Who?' - these words act as prompts to give the students the opportunity to respond fully in their own words.
 - Closed questions enable the students to respond with a simple 'Yes' or 'No' response. For example, "Would you ask a participant to keep the back straight when lifting weights from the floor?"
- Assessors should always use open questions when assessing underpinning knowledge
- It is a Focus Awards requirement that all questions asked during assessment are recorded together with learner responses. These must be written out in full and signed and dated by both the learner and assessor.
- It is unacceptable to write next to a question "learner answered correctly". If there was an appeal against your assessment decision, then there should be a clearly auditable trail of evidence which shows the question that was asked and the learner response.

Non-Leading Questions

Assessors should be careful not to use questions that could lead the learners by giving him or her a clue to the right answer. They should also be aware of any preferences or opinions they might hold that could affect the way they ask questions. It is just as easy to lead the learner by the tone or inflection of the voice or by some facial expression or body movement.

Examples of leading questions would be:

- "Your participant seemed to be out of breath on the CV section of your workout, do you think you could have brought the intensity down for her?"
- "Are the deltoids worked in a bench press as well as the pectorals and triceps?"

Feedback

'Structured information that one person offers to another, about the impact of their actions or behaviour'.

- Feedback following assessment should relate specifically to what has been assessed and how the evidence presented meets, or does not fully meet the criteria being assessed.
- Feedback should not include your opinion nor should it be a criticism.
- Criticism is one person's judgement of another person, or their work. Criticism is likely to make someone feel devalued or angry; and does nothing to boost self-confidence. It does not help a person to solve the problem. It shows that you dismiss, reject or disapprove, and is unlikely to lead to the result you intended. You will get a result - but it may be a worse situation or a backlash.
- Effective feedback should be a two way process, involving the learner at all times.

Appendix E: Example Assessment Plan

Assessor name:

Learner name:

Date:

Date and timings of planned assessment	Unit/s and/or learning outcome/s to be assessed	What is to be assessed? Describe the activity or process you will observe or the product to be produced.	Assessment Method (Please see key below)	Date assessment completed
<p>I confirm that the assessment process, the activity and evidence to be generated has been fully explained to me:</p> <p>Signed by Learner:</p> <p>Date:.....</p>				

OQ - Oral Questioning, **O** – Observation, **WT** - Witness Testimony, **S** - Simulation, **PD** - Professional Discussion, **WQ** - Written Questions,
A - Assignment/Project, **WP** - Work Project, **CS** - Case Study, **RA** – Reflective Account, **RPL** – Recognition of prior learning

Professional Discussion

Learner name:	
Assessor name:	
Date:	
Assessment criteria / topic of discussion:	Learner response:

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

Assessor Question Sheet

Qualification:

Unit:

Assessor question	Learner response	Assessment criteria covered

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF)

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

Assessor Feedback Sheet

Qualification:

Unit(s):

Performance criteria / assessment criteria	Assessor feedback

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

Focus Awards Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (RQF)

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

Learner Assessment Record

Evidence	Date Achieved	Assessor signature	Learner Signature

