

YMCA Level 3 NVQ Diploma in Supporting Delivery of Physical Education and School Sport (601/6826/2)

Qualification Specification



YMCA Awards

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YMCA Level 3 NVQ Diploma in Supporting Delivery of Physical Education and School Sport (601/6826/2)

Qualification Specification

Qualification number: (601/6826/2)

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or are simply wishing to boost their skills. Our high quality resources and assessment materials have been created by industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all, we have helped over 200,000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

Ofqual
CCEA (Council for Curriculum, Examinations and Assessment)

Qualification aim

The aim of this qualification is to provide learners with the knowledge and skills needed to support the delivery of low risk activities within physical education and school sport programmes in a school sport environment.

Overview of knowledge, skills and understanding

Knowledge and understanding relating to the qualification:

- Understand child and young person development
- Understand how to safeguard the wellbeing of children and young people
- Understand schools as organisations
- Understand communication and professional relationships with children, young people and adults

Skills relating to the qualification:

- Be able to plan a physical education and school sport programme
- Be able to support gifted and talented learners
- Be able to facilitate community-based sport and physical activity
- Be able to support assessment for learning
- Be able to organise and lead a sports event or competition
- Be able to deliver a physical education and school sport programme.

Target group and age range

The target audience for this qualification is learners who want to develop their skills to enable them to support delivery of physical education and school sports, in roles such as teaching assistant, school sports coach or community sports leader. Learners must be a minimum of 16 years old and have access to a real work environment.

This qualification is aimed at a range of learners, including learners who are either already working, or aspire to work, in a physical education and school sport setting.

Qualification structure

The YMCA Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport is regulated by Ofqual and comprises a total of 54 credits. To achieve this, learners must complete the following 12 mandatory units:

This qualification is made up of 12 mandatory units.

Unit reference number	Unit title	Level	Credit
F/601/3327	Communication and professional relationships with children, young people and adults	3	2
A/601/3326	Schools as organisations	3	3
L/601/1693	Understand child and young person development	3	4
Y/601/1695	Understand how to safeguard the wellbeing of children and young people	3	3
A/601/4072	Support assessment for learning	3	4
J/505/1759	Plan a physical education and school sport programme	3	5
F/505/1761	Deliver a physical education and school sport programme	3	4
J/505/1762	Review the Delivery of a Physical Education and School Sport Programme	3	3
H/601/8410	Organise and lead a sports event or competition	3	3
T/503/5511	Preparing for the mentoring role	3	3
R/601/7723	Support gifted and talented learners	3	4
F/503/0652	Facilitate community-based sport and physical activity	3	16

The Total Qualification Time (TQT) for this qualification is a minimum of 540 hours. The Guided Learning Hours (GLH) assigned is 283 hours.

Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

(a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and

(b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- E-learning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)
- Invigilated assessment (external tests sat under controlled or open-book conditions)
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- E-learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record (LAR) at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to give feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to offer feedback before your next EQA visit, please email us: awards.products@ymca.co.uk.

Entry requirements

No prior qualifications are required; however, learners must be aged 16+ and have access to a real work environment.

Opportunities for progression

Future employment possibilities

This qualification provides the learner with a solid foundation of both the knowledge and skills required for employment/career progression within physical education and school sport professions such as:

School Sports Coach
Teaching Assistant
School Sports Development Officer
School Sports Leader
School Volunteer

Progression to further/higher level learning

This qualification is designed for entry to and progression within employment, however the skills and knowledge acquired through its completion could be used towards further qualifications in sports development or coaching. The qualification also offers an introduction to a career as a physical education teacher or teaching assistant.

Mapping to standards

- The Skills for Care and Development QCF Assessment Principles
- SkillsActive QCF Evidence and Assessment Guidance for Physical Education and School Sport related qualifications
- TDA assessment principles.

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website: www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Useful websites and supporting materials

www.ofqual.gov.uk

www.skillsactive.org.uk

Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: www.ymcaawards.co.uk/approvals.

Tutor, assessor and IQA approval requirements

To make sure you meet the most up-to-date requirements please see the YMCA Awards staff approval requirement document. This can be found on our website: www.ymcaawards.co.uk/centres/centre-guidance.

Registration

All learners must be registered within the first 10% of the duration of their course (eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: www.ymcaawards.co.uk/registration.

Qualification availability

This qualification is available in England and Northern Ireland.

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards have made every attempt to make sure that there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Enquires and appeals procedures

YMCA Awards have an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification must be assessed in line with the YMCA Awards assessment policies and procedures (www.ymcaawards.co.uk/centres/centre-guidance)

The YMCA Level 3 NVQ Diploma in Supporting Delivery of Physical Education and School Sport (601/6826/2) is assessed internally.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

To check if a Learner Assessment Record is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link: www.ymcaawards.co.uk/download-resources/lars.

Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (LAR) is not available for this qualification then the learner must create a portfolio of evidence. Centres are required to work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate's proof of work
- worksheets
- case study
- assignments/projects/reports/presentations/leaflets/posters
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL)
- Summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessment methods see the suggested example in the 'Qualification content' section of this specification. We are in the process of uploading a selection of word template

documents to the website which you may find useful when creating your learners' portfolios of evidence. This will be available very soon, please keep an eye on the resources section of the centre home page for more information.

External assessment

There are no externally set assessments for this qualification.

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Internal and external quality assurance

The role of the Internal Quality Assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the External Quality Assurer (EQA). For further information on the role of the IQA and the EQA go to the website: www.ymcaawards.co.uk/centres/centre-guidance.

Qualification content

Unit specifications and recommended assessment methods

Communication and professional relationships with children, young people and adults (F/601/3327)

Unit aim

The aim of this unit is to give the learner knowledge and understanding of the principles of developing positive relationships with children, young people and adults. They will also understand the relevant legislation and the policies and procedures for confidentiality and sharing information, including data protection.

Unit content

The learner will:

1. Understand the principles of developing positive relationships with children, young people and adults

The learner can:

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

The learner will:

2. Understand how to communicate with children, young people and adults

The learner can:

2.1 Explain the skills needed to communicate with children and young people

2.2 Explain how to adapt communication with children and young people for:

- the age of the child or young person
- the context of the communication
- communication differences

2.3 Explain the main differences between communicating with adults and communicating with children and young people

2.4 Explain how to adapt communication to meet different communication needs of adults

2.5 Explain how to manage disagreements with children, young people and adults

The learner will:

3. Understand legislation, policies and procedures for confidentiality and sharing information, including data protection

The learner can:

3.1 Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information

3.2 Explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this

3.3 Justify the kinds of situation when confidentiality protocols must be breached

Assessment

Assignment/case study
Worksheet
Presentation

Schools as organisations (A/601/3326)

Unit aims

The learner will gain knowledge of the roles of regulatory bodies relevant to the education sector, including general bodies such as the Health and Safety Executive and school-specific regulatory bodies. They will also learn about the structure of education from early years to post-compulsory education.

Unit content:

The learner will:

1. Know the structure of education from early years to post-compulsory education

The learner can:

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

The learner will:

2. Understand how schools are organised in terms of roles and responsibilities

The learner can:

2.1 Explain the strategic purpose of:

- School governors
- Senior management team
- Other statutory roles e.g., SENCO
- Teachers
- Support staff

2.2 Explain the roles of external professionals who may work with a school e.g., educational psychologist

The learner will:

3. Understand school ethos, mission, aims and values

The learner can:

3.1 Explain how the ethos, mission, aims and values of a school may be reflected in working practices

3.2 Evaluate methods of communicating a school's ethos, mission, aims and values

The learner will:

4. Know about the legislation affecting schools

The learner can:

4.1 Summarise the laws and codes of practice affecting work in schools

4.2 Explain how legislation affects how schools work

4.3 Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including:

- General bodies such as the Health and Safety Executive
- School-specific regulatory bodies

The learner will:

5. Understand the purpose of school policies and procedures

The learner can:

5.1 Explain why schools have policies and procedures

5.2 Summarise the policies and procedures schools may have relating to:

- a) Staff
- b) Pupil welfare
- c) Teaching and learning
- d) Equality, diversity and inclusion
- e) Parental engagement

5.3 Evaluate how school policies and procedures may be developed and communicated

The learner will:

6. Understand the wider context in which schools operate

The learner can:

6.1 Summarise the roles and responsibilities of national and local government for education policy and practice

6.2 Explain the role of schools in national policies relating to children, young people and families

6.3 Explain the roles of other organisations working with children and young people and how these may impact on the work of schools

Assessment task

Worksheet

Case study (include reference to school policies)

Assignment

Understand child and young person development (L/601/1693)

Unit aim:

Learners will know and understand the factors that influence children and young people's development and how these affect practice. They will understand how to monitor children and young people's development, and the interventions that should take place if this is not following the expected pattern. Please refer to developmental key stages.

Unit content:

The learner will:

1. Understand the expected pattern of development for children and young people from birth - 19 years

The learner can:

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

The learner will:

2. Understand the factors that influence children and young people's development and how these affect practice.

The learner can:

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

The learner will:

3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern

The learner can:

3.1 Explain how to monitor children and young people's development using different methods

3.2 Explain the reasons why children and young people's development may not follow the expected pattern

3.3 Explain how disability may affect development

3.4 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern

The learner will:

4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people

The learner can:

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

The learner will:

5. Understand the potential effects of transitions on children and young people's development

The learner can:

5.1 Explain how different types of transitions can affect children and young people's development

5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition

Assessment

Worksheet

Presentation

Assignment/project/case study (include reference to policy regarding transitions)

Understand how to safeguard the wellbeing of children and young people (Y/601/1695)

Unit aim:

The aim of this unit is to give learners knowledge and understanding of the legislation, guidelines, policies and procedures for safeguarding children and young people. They will also appreciate the importance of working in partnership with other organisations to safeguard children and young people.

Unit content:

The learner will:

1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people

The learner can:

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

The learner will:

2. Understand the importance of working in partnership with other organisations to safeguard children and young people

The learner can:

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

The learner will:

3. Understand the importance of ensuring children and young people's safety and protection in the work setting

The learner can:

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

The learner will:

4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed

The learner can:

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

The learner will:

5. Understand how to respond to evidence or concerns that a child or young person has been bullied

The learner can:

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

The learner will:

6. Understand how to work with children and young people to support their safety and wellbeing

The learner can:

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 wellbeing and safety

The learner will:

7. Understand the importance of e-safety for children and young people

The learner can:

7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone

7.2 Describe ways of reducing risk to children and young people from:

- Social networking
- Internet use
- Buying online
- Using a mobile phone

Assessment

Worksheet

Assignment/project/case study
Standard qualification to supplement
knowledge support for this unit, map to
Personal Development Plan

Support assessment for learning (A/601/4072)

Unit aim:

This unit will give learners knowledge and understanding of the purpose and characteristics of assessment for learning, and enable them to use assessment strategies to promote learning.

Unit content:

The learner will:

1. Understand the purpose and characteristics of assessment for learning

The learner can:

- 1.1 Compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements
- 1.2 Summarise the difference between formative and summative assessment
- 1.3 Explain the characteristics of assessment for learning
- 1.4 Explain the importance and benefits of assessment for learning
- 1.5 Explain how assessment for learning can contribute to planning for future learning carried out by the:
 - a) Teacher
 - b) Learners
 - c) Learning support practitioner

The learner will:

2. Be able to use assessment strategies to promote learning

The learner can:

- 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

The learner will:

3. Be able to support learners in reviewing their learning strategies and achievements

The learner can:

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:

- a) Reflect on their learning
- b) Identify the progress they have made
- c) Identify their emerging learning needs
- d) Identify the strengths and weaknesses of their learning strategies and plan how to improve them

The learner will:

4. Be able to contribute to reviewing assessment for learning

The learner can:

4.1 Provide feedback to the teacher on:

- a) Learners' participation and progress in the learning activities
- b) Learners' engagement in and response to assessment for learning
- c) Learners' progress in taking responsibility for their own learning

4.2 Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning

Assessment	Worksheet Assignment/project/case study Scheme of work Session plans x6 preparation for delivery as lessons units 6-8 Risk assessment (completed by learner) Risk assessment (school copy) Review plan Witness statement Self-evaluation/reflective account
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Plan a physical education and school sport programme (J505/1759)

Unit aim:

This unit covers designing and planning a high-quality physical education and school sport activity programme to promote achievement in physical education. Learners will be able to identify and access resources to support the delivery of a high-quality physical education and school sport programme.

Unit content:

The learner will:

1. Be able to design and plan a high-quality physical education and school sport activity programme to promote achievement in physical education

The learner can:

1.1 Justify the structure and content of a physical education and school sport annual programme of activity

1.2 Distinguish the activities to be included in an annual programme, consistent with the evaluation of:

- the National Curriculum programme of study for physical education
- extra-curricular physical activity
- pupils' development/key stage
- pupils' progress and attainment
- goals linked to other areas of the National Curriculum

1.3 Develop an outline plan for a unit of work from within the annual programme

1.4 Develop individual session plans that:

- Consist of challenging outcomes to meet high expectations corresponding to the stage, abilities and needs of pupils
- Help pupils to achieve goals against physical education stated aims
- Ensure that planned activities are consistent
- With agreed safe practice in physical education and school sport are progressively linked

1.5 Develop contingencies to address a variety of scenarios

1.6 Review and revise the planned activities with a teacher, pupils and others

The learner will:

2. Be able to identify and access resources to support the delivery of a high-quality physical education and school sport programme

The learner can:

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

The learner will:

3. Be able to plan for the review of a high-quality physical education and school sport programme

The learner can:

3.1 Justify who will contribute to the planned review process

3.2 Distinguish viable methods to review the programme that are safe, valid and reliable

3.3 Develop a review schedule for the programme

3.4 Review and revise the review schedule with a teacher, pupils and others

Assessment	Worksheet Session plans x6 (refer to unit 5) Risk assessment produced by learner (endorsed by school) Review plan Evidence of formative assessment Personal Development Plan (unit 11)
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Deliver a physical education and school sport programme (F505/1761)

Unit aim:

This unit covers establishing and maintaining relationships with pupils and others involved in the delivery of the physical education and school sport programme.

Unit content:

The learner will:

1. Be able to establish and maintain relationships with pupils and others involved in the delivery of the physical education and school sport programme

The learner can:

1.1 Summarise information about the programme to teachers, pupils, parents and others (e.g., other coaches or facility management)

1.2 Co-ordinate 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:

- Pupils
- Others
- Delivery of the programme

1.7 Demonstrate how to provide opportunities for pupils to enjoy the learning experience

1.8 Manage pupils' engagement with each other effectively and fairly, in a way appropriate to their needs

1.9 Demonstrate how to adapt own delivery to suit the changing environment and pupils' needs and abilities

The learner will:

2. Be able to deliver a high-quality physical education and school sport programme

The learner can:

- 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 learners' needs

The learner will:

3. Be able to review pupils' progress during the implementation of the Physical Education and School Sport programme

The learner can:

- 3.1 Evaluate pupil(s') performance using methods identified in the evaluation plan
- 3.2 Compile information on the evaluation of pupil(s') progress and attainment
- 3.3 Empower pupils to evaluate and recognise their achievements
- 3.4 Demonstrate how to give appropriate, positive and timely feedback
- 3.5 Evaluate pupil(s') progress in a fair and equitable manner
- 3.6 Identify and agree improvements to the programme as a result of the review activities
- 3.7 Record evaluations in a format that will allow them to be shared

The learner will:

4. Understand how to modify the physical education and school sport programme in response to feedback and changes in needs

The learner can:

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 teachers, pupils and relevant others

4.4 Explain resource implications as a result of modifications made

4.5 Introduce the modifications to teachers, pupils and relevant others, appropriate to their needs

4.6 Monitor the impact of improvements made and modify the programme as necessary

Assessment

Observation x2 summative (from the 6 plans created from the school curriculum link, unit 5)
Session and self-evaluation
Reflective account outcome to be added to Personal Development Plan
Teaching log (commence beginning of programme)
Witness testimony (competent persons e.g., PE co-ordinator, club manager, coach)

Review the delivery of a physical education and school sport programme (J505/1762)

Unit aim:

For this unit, learners will cover monitoring the implementation of a high-quality physical education and school sport programme and review their own contributions to the physical education and school sport programme.

Unit content:

The learner will:

1. Be able to monitor the implementation of a high-quality physical education and school sport programme

The learner can:

- 1.1 Explain the importance of the reviews to teacher(s), pupil(s) parent(s) and others and encourage them to contribute
- 1.2 Evaluate the implementation of the programme based on a pre-planned review schedule
- 1.3 Collect and record monitoring information at planned points throughout the programme
- 1.4 Check that information collected is valid and reliable
- 1.5 Collate the information in a way that will help it to be analysed
- 1.6 Analyse the information and feedback to determine:
 - Whether the programme met its intended goals
 - Whether the programme challenged and set high expectations for all learners
 - Whether the content, structure, breadth and balance of the programme were appropriate
 - The appropriateness of resources
 - Whether the programme was safe and promoted positive behaviours towards learning
 - Own performance and the contributions of others
- 1.7 Treat confidential information appropriately
- 1.8 Explain the impact recommendations for improvement will have on future programmes

The learner will:

2. Be able to monitor and review own contributions to the physical education and school sport programme

The learner can:

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

The learner will:

3. Be able to provide assistance in the development of other adults supporting learners

The learner can:

3.1 Describe the typical skills and knowledge required of other adults supporting learners

3.2 Evaluate learning resources that could support the development of other adults supporting learners

3.3 Explain the provision of development guidance and support to other adults supporting learners within own level of expertise

3.4 Provide development and support in a manner, level and pace appropriate to other adults supporting learners' needs

3.5 Evaluate the outcomes of the development and support provided

3.6 Provide feedback to other adults supporting learners on their performance and contributions

3.7 Identify relevant people who may be able to provide advice on issues outside own area of competence or authority

Assessment

Worksheet

Session plans x6 (refer to unit 5)
Risk assessments x6 (showing relevant control measures)
Review plan x6
Observation x2 minimum
Formative observations (as required)
Session and self-evaluation
Reflective account

Organise and lead a sports event or competition (H/601/8410)

Unit aim:

This unit provides the learner with the knowledge and understanding to plan for an event, working effectively in a range of ways with both internal and external organisations. Learners will evaluate the impact on the community group by identifying what went well and what requires improvement, and report measures to external partners.

Unit content:

The learner will:

1. Plan an event or competition for a specific community group

The learner can:

1.1 Produce a proposal that outlines the structure of the event or competition

1.2 Undertake the planning of an event or competition

The learner will:

2. Promote an event or competition

The learner can:

2.1 Promote the event or competition in a range of ways for a variety of different audiences

The learner will:

3. Work with internal and external partners

The learner can:

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

The learner will:

4. Take part in the evaluation of the event or competition

The learner can:

4.1 Evaluate the event and identify what went well and less well and suggest what should be done differently next time

4.2 Evaluate the impact the event or competition had upon the specific community group

4.3 Report the findings to external partners

4.4 Independently evaluate the role they played, identifying their strengths and areas for development

Assessment

Agenda and minutes of meetings
Event planner including; list of contacts, roles and responsibilities, promotional resources e.g., posters, leaflets, internet, Facebook, Twitter, location of advertising, evidence of research conducted e.g., screen shot, emails communication log
Witness testimonials
Evaluation (please note 4.1 part of Review self-improvement should be recorded on your Personal Development Plan)

Preparing for the mentoring role (T/503/5511)

Unit aim:

The aim of this unit is to provide the learner with the knowledge and understanding they need to be able to describe the role of mentor and the requirements of mentoring. They will also identify the goals and techniques that facilitate achievement.

Unit content:

The learner will:

1. Understand own role and responsibilities in relation to mentoring

The learner can:

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

The learner will:

2. Understand ways to identify individual mentoring needs

The learner can:

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

The learner will:

3. Understand techniques to establish and maintain a mentoring relationship

The learner can:

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

The learner will:

4. Understand how to review progress through mentoring

The learner can:

4.1 Describe how to review the mentee's progress

4.2 Explain how to provide feedback to learners on their progress

4.3 Report the findings to external partners

4.4 Review own mentoring role and identify areas for development

Assessment

Presentation

Witness testimony

Case study

Resources within the work place (the school you are working at) e.g., school handbook, school SIPs)

Support gifted and talented learners (R/601/7723)

Unit aim:

This unit provides the learner with knowledge and understanding needed to support being gifted and/or talented learners. They will understand the needs of learners in a variety of settings, and work with partners to recognise resources to extend and enrich activities within planned learning objectives.

Unit content:

The learner will:

1. Understand the needs of gifted and talented learners

The learner can:

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

The learner will:

2. Be able to contribute to planning learning programmes for gifted and talented learners

The learner can:

2.1 Use knowledge of the learners and curriculum to contribute to planning learning programmes to meet the personalised learning needs of gifted and talented learners

2.2 Work with others to identify acceleration, extension and enrichment activities to meet the needs of gifted and talented learners in the setting

2.3 Develop learning activities based on the planned learning objectives to:

- a) Add breadth and depth
- b) Accelerate the pace of learning
- c) Develop higher order learning skills
- d) Promote independent learning
- e) Support reflection and self-evaluation
- f) Maintain learners' motivation and interest

2.4 Select and prepare learning resources relevant to: a) the learners' needs, interests and abilities b) the enriched teaching and learning objectives

The learner will:

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3. Be able to support learning activities for gifted and talented learners

The learner can:

3.1 Demonstrate a range of strategies for ensuring the active participation of gifted and talented learners in learning activities

3.2 Work in partnership with learners to support the learning process

3.3 Support learners in evaluating the extent to which the learning activities enabled them to meet their learning objectives

3.4 Support learners to evaluate their learning strategies and achievements and plan future learning

3.5 Provide information to learners about other opportunities for developing their particular gifts or talents

Assessment	<p>Task e.g., using your knowledge of the learner and the curriculum you will need to contribute to planning a learning programme to meet the personalised needs of the identified learner. You will need to work with others to identify acceleration, extension and enrichment activities to meet the needs of the gifted and talented learner.</p> <p>Worksheet Presentation Case study Witness testimony Observation</p>
Additional assessment information:	<p>Gifted learners:</p> <ul style="list-style-type: none">• Learners who have exceptional academic abilities <p>Talented learners:</p> <ul style="list-style-type: none">• Learners who have exceptional abilities in art and design, music, PE or in sports or performing arts such as dance and drama <p>Others:</p> <ul style="list-style-type: none">• People within and outside the setting who can help in identifying gifted and talented learners and acceleration, extension and enrichment activities appropriate to their needs and abilities e.g., learners and their families, subject specialists in the setting, subject specialists from the next stage of education e.g., secondary or

	<p>FE/HE, local business people, undergraduate and postgraduate students.</p> <p>Acceleration is provided by extending the 'pitch' of learning objectives to those expected of older learners or introducing objectives from later years.</p> <p>Extension involves working in greater depth, with increasing complexity, subtlety or abstraction.</p> <p>Enrichment is about applying skills and understanding to a wider range of problems, including unfamiliar contexts, and bringing together different strands of the subject or curriculum area.</p> <p>Learning resources: Materials, equipment (including ICT), software, books and other written materials (e.g., handouts, worksheets), DVDs, etc. that are required to support teaching and learning.</p> <p>Strategies for ensuring the active participation of gifted and talented learners in learning activities e.g.,</p> <ul style="list-style-type: none"> • providing information, guidance and support • using challenging questions to extend learners' thinking and engagement with the learning process • providing opportunities for learners to negotiate learning objectives • encouraging learners to make decisions about the methods they will use to achieve learning objectives • encouraging learners to collaborate in achieving learning objectives • encouraging learners to reflect on what they have achieved and what they could do next <p>Other opportunities for developing particular gifts or talents e.g.,</p> <ul style="list-style-type: none"> • extra-curricular activities provided by the setting • community-based activities • local, regional and national clubs and interest groups
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Facilitate community-based sport and physical activity (F/503/0652)

Unit aim:

This unit provides the learner with the knowledge and understanding they need to be able to explain the potential for community development. They will also understand how to widen participation through organisations in line with curriculum strategies.

Unit content:

The learner will:

1. Know how to facilitate community-based sport and physical activity

The learner can:

- 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

The learner will:

2. Know how to research the community and establish working relationships

The learner can:

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

The learner will:

3. Be able to research the community and establish working relationships

The learner can:

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

The learner will:

4. Know how to plan and deliver sport and physical activity programmes in the community

The learner can:

- 4.1 Explain how to develop programmes that address issues such as inclusion, personal development, social development, as well as physical and skills-based development
- 4.2 Explain how to consult effectively in a community and why it is important to make use of community feedback
- 4.3 Describe why it may be necessary to make use of unconventional facilities for programmes, what types of facilities could be used, and how to adapt them
- 4.4 Explain how to select staff for community-based programmes and the types of skills, qualities and experience to be looked for
- 4.5 Describe why it is important that staff understand the specific aims and objectives of programmes, projects and the organisation as a whole
- 4.6 Describe why it is important to monitor programmes and respond to new opportunities, interests and needs
- 4.7 Explain how to encourage and empower people to express community needs
- 4.8 Explain how to influence people and use evidence-based research to demonstrate how sport and physical activity can benefit
- 4.9 Explain how to enable people to identify opportunities for participation in sport and physical activity that could address community needs
- 4.10 Evaluate the advantages and disadvantages of different types of opportunities for participation in sport and physical activity that could address community needs
- 4.11 Explain why people in the community need to understand their own strengths and weaknesses in relation to planning and providing opportunities
- 4.12 Explain how to support people in the community to understand their own strengths and weaknesses in relation to planning and providing opportunities

The learner will:

5. Be able to plan and deliver sport and physical activity programmes in the community

The learner can:

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

The learner will:

6. Know how to enable communities to organise and sustain opportunities for participation and progression

The learner can:

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

The learner will:

7. Be able to enable communities to organise and sustain opportunities for participation and progression

The learner can:

7.1 Empower people to identify longer term community needs and explore possible opportunities for participation and progression

7.2 Empower people to identify how they can integrate possible opportunities with existing projects and initiatives

7.3 Empower people to identify and assess their own strengths and weaknesses in relation to these possible opportunities

7.4 Encourage people to make best use of community strengths and resources whilst providing them with the professional support they need to address weaknesses

7.5 Empower people to deal with conflict and negotiate effective ways of working together

7.6 Empower people to evaluate opportunities when they have occurred and to identify the benefits

7.7 Support people to plan and develop a legacy of more permanent structures, skills and resources for participation and progression

7.8 Plan, agree and follow through a strategy for the community to sustain participation and progression without own personal involvement

7.9 Maintain contact with people to evaluate progress and identify any other types of support they may need

Assessment	Worksheets Presentation Posters/leaflets Workplace evidence e.g., demographics for analysis of community needs
<p>Additional assessment information: This unit must be assessed in accordance with the following 3 documents, which can be downloaded from the Skills Active website http://www.skillsactive.com/:</p> <ul style="list-style-type: none">• Additional Requirements for Qualifications that use the title NVQ within the QCF• Assessment Strategy for NVQs and SVQs• QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Sports Development <p>Learning Outcomes 1, 2, 4 and 6 can be assessed by:</p> <ul style="list-style-type: none">• Professional discussion• Oral questions and answers• Questions requiring written answers <p>Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is facilitating community-based sport and physical activity</p>	

Appendix A: Technical syllabus for the Level 3 Diploma in Supporting the Delivery of Physical Education and School Sport (QCF)

This syllabus should be read alongside the Unit Specifications of the Level 3 Diploma in Supporting the Delivery of Physical Education and School Sport (QCF) and the National Curriculum Programme of Study for Physical Education. To achieve the qualification, learners will need to show an understanding and application of the following techniques in a real working environment.

Topics	Components	Key points
Balance	Static balance Dynamic balance Rotational balance Head Core Base Counter balance on stability Posture	Centre of gravity (CoG) Base of support Where is your head? Use all your senses Core strength Moving forces (adapt width of base appropriately)
Agility	Start and stop Change direction High and low Reactions Programmed/sequenced Random Change of speed	Equal and opposite forces Overcoming inertia Co-ordinate body limbs Where do we apply force? Maintain stability Brain to limb training Limit your choices
Co-ordination	Own body (limb control) Unilateral body moves Bilateral body moves Cross-lateral body moves Hand-eye Striking Sending Receiving Interception Control (speed accuracy) Internal External	Brain instruction to limbs Simple to complex Crossing the midline Chain reaction Big to small limbs Long levers (generate force) Lever speed for force Differentiating forces Speed relationship to accuracy Eyes for tracking Understanding object travel path (identify peak)

Travel	Forwards Backwards Side Fast Slow Walking Running Skipping Multi-directional Creeping and crawling	Apply principles of agility, balance and co-ordination (ABCs) Co-ordinate limbs for efficiency of technique (mechanics of movement) Spatial awareness Maintain stability at speed Link travel moves to specific sports Benefits to co-ordination and early child development
Jump	High Long Preparation During motion Landing Generating force Static Dynamic Take off	Apply ABC's Generating force Angle of accent Movement within CoG base Movement outside CoG for distance Use limbs to maximise force Loading and unloading muscles Landing for recovery
Send	To a static target To a moving target Long Short Head Arms Feet Racket (striking implement) Over arm Under arm Body direction Base Different objects Preparation Release	Apply ABCs Differentiating force Different flight options Speed relationship to accuracy Eyes focused on target or not? (progression for deception) Choose right target (when sending to a moving target) Appropriate extension in preparation Follow through Recovery Communicate
Receive	Eyes Hands Feet Base Head Preparation Recovery Spatial awareness Different objects High Low	Apply ABCs Understanding object travel path (identify peaks) Focus eyes for tracking Make a base for stability on receiving Cushion impact (understanding the force) Appropriate body shape Decision-making on use of correct limbs (left or right or both)

Strike	Body part Implement Direction Accuracy Power Preparation Contact Follow-through Recovery Spins	Apply ABCs Focus eyes Balanced Ready position Understanding long levers and speed of action on force Spatial awareness Understanding how the object will react to the point of contact (direction, trajectory speed and potential spin)
Net/wall games	Over a barrier Variety of rackets Bounce Volley Rebound Teamwork Decision-making Spins Tactics Accuracy Movement Preparation Recovery Reactions	Apply ABCs Understanding long levers and speed of action on force Chain reaction Understanding how the object will react to the point of contact (direction trajectory speed and potential spin) How to move efficiently and appropriately Co-ordinate body and limbs Where to apply force to change direction Ready positions Maintain stability by applying balance principles Brain to limb training Limit your choices
Invasion games	Sending Receiving Movement Teamwork Spatial awareness Tactics Communication Targets Different objects to use Direction change Decision-making Jumping	Apply ABCs Spatial awareness How to move efficiently and appropriately Co-ordinate body and limbs Where to apply force to change direction Maintain stability by applying balance principles Co-ordinate movements with others (team and opposition) Understand people are targets Focus on relevant cue (e.g., watch your player to mark not the ball)
Striking and fielding games	Sending	Apply ABCs

	Receiving Striking Tactics Travelling Jumping Different movements Teamwork Communication Decision-making	Spatial awareness Positional awareness Balanced ready position (strike or receive) Focus on relevant cue (fielder eye on ball not players running between wickets) Understand effect of angles of trajectory when sending an object
Athletics	Starting Accelerating Sending Body co-ordination Flexibility Reactions Jumping Running Tactics Power Strength Speed	Apply ABCs CoG on edge of base just before start CoG outside base immediately after Low to high Power in throws and jumps generated from lower limbs Accuracy mainly affected by upper body limbs and core Speed helps lateral jumps When jumping an object try to keep hips flat
Creative movement	Rhythm Body co-ordination Spatial awareness Free expression Strength Balance Tumbling	Apply ABCs Core strength very important Co-ordinate body and limbs Flexibility Co-ordinate objects and bodies



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