



Thinking & Learning Company

Course Booklet 2025-2026

Professional Learning in PE

- Curriculum design (Head-Heart-Hands)
- Assessment: for, as and of learning
- Cognitive Science informed teaching & learning

Qualifications

- Health & Safety
- First Aid
- Progressive Teaching Pathways to QTLS

EQUITY

INCLUSION

EXCELLENCE



Thinking & Learning Company

The suite of qualifications we offer have been collated with the following school workforce roles in mind: Teachers, Heads of Department, PE Coordinators, PE teachers, HLTAs, TAs, sports coaches, activity leaders, volunteers, sport development officers and so on.

Please note the contents of this booklet were correct at the time of publication (June 2025).

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FOREWORD



At afTLC Ltd, we are dedicated to empowering professionals through transformative learning experiences that drive personal growth and organisational excellence. Our courses are meticulously designed to meet the evolving needs of today's school Physical Education, School Sport and Physical Activity workforce, ensuring that both individuals and organisations thrive in a dynamic professional landscape.

In an era where continuous professional development (CPD) is paramount, our support focuses on enhancing both technical competencies and essential soft skills such as leadership, communication, and critical thinking, ensuring safe practice. This holistic approach not only boosts individual performance but also fosters a culture of innovation, adaptability and sustainability within organisations.

We recognise that adult learners bring a wealth of experience and a desire for practical, relevant learning. Our courses are grounded in the principles of andragogy, emphasising self-directed learning and real-world application. By aligning our training with current education research and organisational values and aims, we ensure that our delegates are well-equipped to meet the challenges of their respective fields.

Investing in professional learning is not just about individual advancement; it's about building resilient organisations capable of navigating change and driving success. Through our commitment to quality education and continuous improvement, afTLC Ltd stands as a trusted partner in your journey towards excellence.

Andrew Frapwell

Founder & Director
afTLC Ltd

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WELCOME TO af THINKING & LEARNING COMPANY LTD (afTLC Ltd)

WHAT DO WE DO?

We are an Education Services Company, supporting and developing organisations, groups or individuals within organisations to be more effective, efficient and economic. We are a company that seeks to establish, embed and enhance close working relationships. We focus on areas of activity where partnerships really can make a positive difference to the school workforce. We are continually seeking innovative and better ways of doing things to ensure safe, sustainable improved practice in constantly changing times and achieving the best deal for clients.

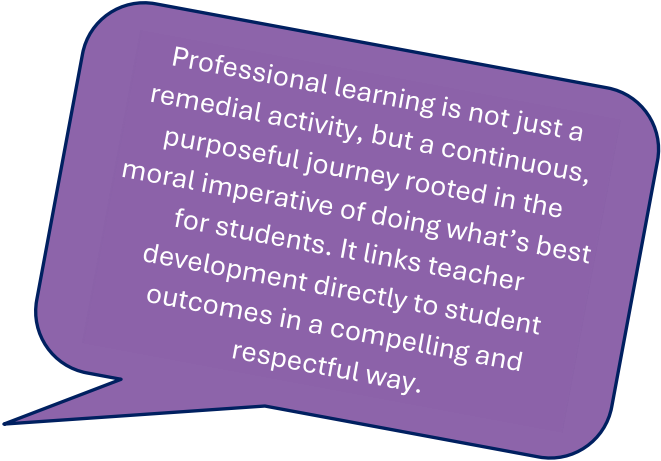
HOW ARE WE ORGANISED?

There are two types of courses provided. The first is the provision of professional learning for tutors, teachers, teaching assistants, coaches and volunteers who are working in organisations concerned with the education and training of children, young people and adults. The course content and course delivery are accredited by The Association for Physical Education (afPE) Professional Development Board (PDB). The second is the provision of Ofqual regulated qualifications listed on the Regulated Qualifications Framework (RQF). We are an accredited centre approved by Quallsafe and Leadership Skills Foundation.

OUR PRINCIPLES

afTLC is committed to a philosophy of promoting thinking & learning about better ways of doing things. This means:

- ensuring that improving processes of thinking and learning for higher standards are at the heart of all that we do
- effectively monitoring and measuring improved teacher outputs and student outcomes.
- inspiring, challenging and motivating individuals, teams and organisations to consistently seek to raise standards in the education system



Professional learning is not just a remedial activity, but a continuous, purposeful journey rooted in the moral imperative of doing what's best for students. It links teacher development directly to student outcomes in a compelling and respectful way.

OUR VALUES

The ethos of being an integral part of the local and wider community is a core value of afTLC Ltd.

- A commitment to the development and support for all staff to contribute effectively to our aims and to succeed in their roles
- Effective use of resources in providing value for money.
- A social conscience for openness, honesty and responsibility for our actions, and a full inclusive engagement for those who collaborate with us

OUR AIMS

afTLC serves to give practical support to the transformation of schools, education and training by empowering and enabling high performing innovative individuals and teams. Specifically, we want to:

- Build and embed capacity within the education system to improve effectiveness and performance
- Establish positive relationships based on personal development needs, relevant to local context.
- Foster an innovative enquiry-based approach to thinking and learning about improving practice

WHY SHOULD YOU PICK US FOR YOUR TRAINING?

It was Oscar Wilde that wrote: “NOWADAYS PEOPLE KNOW THE PRICE OF EVERYTHING BUT THE VALUE OF NOTHING.” Our prices are listed in each of the course outlines, but the following is our value commitment to you:

- The training is all about you; your needs, your learning and your achievement
- The courses are all afPE Professional Development Board or Ofqual (RQF) regulated*
- The tutors used are nationally recognised and many are internationally recognised
- Many of the Ofqual National regulated courses offered have been authored by our staff
- All RQF courses are resourced with a training manual or learner portfolio.
- We are registered with the UK Register of Learning Providers (UKRLP). Our UK Provider Reference Number is: 10038257

*We are an approved centre with two Awarding Body Organisations (ABOs) and the afPE Professional Development Board. The two ABOs are Qualsafe Awards and Leadership Skills Foundation. This means we meet the following requirements:

- We have appropriately qualified and experienced staff with your needs in mind;
- Up to date and relevant training centre policies assuring quality control for your peace of mind;
- Adequate resources to support your learning and qualification achievement.

WHAT IS RQF RECOGNITION?

All of the Ofqual regulated qualifications we offer are part of the Regulated Qualifications Framework (RQF). Ofqual is the official regulator of qualifications in England, Wales and Northern Ireland. The RQF replaced the Qualifications and Credit Framework (QCF) in October 2015. The levels were the same and qualifications were described either as an Award, Certificate or Diploma. The qualifications were allocated a Total Qualification Time (TQT) when they were transferred on to the RQF (completed by December 2017).

TOTAL QUALIFICATION TIME (TQT)

The Total Qualification Time is determined by the Awarding Organisation and is an estimate of the number of hours a candidate will realistically be likely to spend under guided learning from the supervision of a tutor; plus the time spent in preparation, study or any other activity, including assessment, which takes place but isn't under the immediate guidance or supervision of a tutor.

QUALIFICATION SIZE

The size of a qualification goes up from an Award to a Certificate to a Diploma. All units on the RQF are awarded a credit number. One credit equals approximately ten learning hours.

QUALIFICATION LEVEL

The level of a qualification goes from the lowest and least challenging Entry Level, up through the levels to the most difficult, which is a Doctorate at Level 8.

Levels	Examples
Level 1	GCSE (grades D-G or 3-1)
Level 2	GCSE (grades A*-C or 9-4); Level 2 BTEC
Level 3	A level; Level 3 BTEC
Level 4	Year 1 of a 3-year Bachelor's degree, Higher National Certificate (HNC)
Level 5	Year 2 of a 3-year Bachelor's degree, Higher National Diploma (HND), Foundation degree
Level 6	Bachelor's degree
Level 7	Master's degree
Level 8	Doctorate

There are several permutations of size and level. For example, a Level 3 Award is more difficult than a Level 2 Certificate, but it is smaller in size and duration (Award versus Certificate).

afTLC: CURRICULUM DELIVERY SUITE OF COURSES FOR THE QUALITY OF PHYSICAL EDUCATION

The afTLC training suite of courses for Physical Education has been designed to help you know, understand and implement the research-informed change that is informing practice. Planning for a curriculum that focuses on the alignment of intent-implementation-impact and higher standards, inclusive teaching and learning with less content in greater depth, and assessing for learning and mastery assessment, allows you to approach the changing landscape with confidence and assured of quality.

THE SUITE INCLUDES:

- afTLC Designing Head-Heart-Hands Curriculum for Mastery Learning in Physical Education (Intent)
- afTLC Pedagogy for Mastery Learning in Physical Education (Implementation)
- afTLC Standards-Based Assessment for Mastery Learning in Physical Education (Impact)

All courses accredited by the:
Association for Physical Education (afPE) Professional Development Board



DETAILS FOR ALL afTLC COURSES:

DURATION: One full day - 9:00am - 4:00pm

MATERIALS PROVIDED: Participants receive a colour-bound course booklet and the PowerPoint presentation.

COST: £190 + vat

This includes course administration, planning, delivery, photocopying, resources, certification, unlimited refreshments and lunch.

afTLC: DESIGNING A HEAD-HEART-HANDS CURRICULUM FOR MASTERY LEARNING IN PHYSICAL EDUCATION

COURSE OVERVIEW:

Elevate your physical education curriculum through this engaging one-day course led by international curriculum specialist Andrew Frapwell. Grounded in the principles of mastery learning and Frapwell's acclaimed "Head-Heart-Hands" holistic framework, this course empowers staff to design inclusive, purposeful, and high-impact PE experiences for all learners.

This course delves into the principles of effective curriculum design that can lead to higher standards in physical education. It offers educators the opportunity to move away from an isolated, activity-led approach to an integrated, purposeful, child-centred model. Participants will explore how to align intent, implementation, and impact, ensuring that every aspect of the curriculum contributes to deep and engaging learning for all pupils.

Central to the course is the integration of Andrew Frapwell's "Head-Heart-Hands" framework, which emphasises cognitive (Head), affective (Heart), and physical (Hands) development. This holistic approach ensures that students not only acquire physical skills but also develop critical thinking and emotional intelligence, fostering a well-rounded educational experience.

WHAT YOU'LL LEARN:

MASTERY LEARNING PRINCIPLES: Understand how to plan for mastery learning, ensuring that students achieve a high level of competence before progressing.

CURRICULUM MAPPING: Learn to create a curriculum map that sequences learning effectively across key stages, moving beyond a mere list of activities.

HOLISTIC CURRICULUM DESIGN: Discover how to embed school values, PE aims, and personal development into your curriculum, aligning with the "Head-Heart-Hands" approach and the interim recommendations from the Curriculum and Assessment Review (2024-25).

PRACTICAL APPLICATION: Utilise our unique card system to apply effective curriculum design principles, including sequencing and scaffolding a scheme of learning for PE.

WHO SHOULD ATTEND?:

This course is ideal for Primary and Secondary staff who are or will be involved in designing curriculum.

QUALITY ASSURANCE:

Andrew Frapwell brings a wealth of experience, having contributed to curriculum development both nationally and internationally, including developing the physical education curriculum in Kosovo (2014) and Qatar (2018). Andrew was also part of the stakeholder group that helped shape the National Curriculum Programme of Study for PE (DfE 2013).

afTLC: HOLISTIC PEDAGOGY FOR MASTERY LEARNING IN PHYSICAL EDUCATION

COURSE OVERVIEW:

This one-day course, led by curriculum specialist Andrew Frapwell, delves into research-informed and evidence-based practices derived from cognitive science to enhance teaching and learning in physical education. The course emphasises a shift from traditional teaching methods to a 'Let's Think Pedagogy' approach, fostering mastery learning through the development of key cognitive and metacognitive skills.

Central to the course is the integration of Andrew Frapwell's "Head-Heart-Hands" framework, which emphasises cognitive (Head), affective (Heart), and physical (Hands) development. This holistic approach ensures that students not only acquire physical skills but also develop critical thinking and emotional intelligence, fostering a well-rounded educational experience.

WHAT YOU'LL LEARN:

Participants will explore and apply the following strategies aligned with the Education Endowment Foundation's (EEF 2021) cognitive science research summary, within the context of physical education:

SPACED LEARNING: Distribute practice of physical skills over time to enhance retention. For example, revisit key movements or techniques across multiple lessons rather than concentrating them into a single session.

INTERLEAVING: Alternate between different but related physical activities within a session. For instance, mix drills for passing, shooting, and dribbling in basketball to help students distinguish and apply appropriate techniques in varying contexts.

RETRIEVAL PRACTICE: Encourage students to recall and demonstrate previously learned skills without prompts. This could involve quick quizzes on rules or having students explain tactics and strategies before gameplay or compositional

principles before performances in Dance or Gymnastics.

MANAGING COGNITIVE LOAD: Simplify instructions and break down complex skills into manageable steps to prevent overwhelming students' working memory. Use demonstrations and focus on one aspect of a skill at a time.

WORKING WITH SCHEMAS: Help students build mental models by connecting new skills to previously learned ones. For example, relate the footwork in tennis to movements they've mastered in dance.

MULTIMEDIA LEARNING (DUAL CODING): Combine verbal instructions with visual aids, such as diagrams or videos, to reinforce learning. Demonstrating a skill while explaining it can cater to both visual and auditory learning channels.

EMBODIED LEARNING: Integrate movement into the learning process to deepen understanding through physical experience. For example, use sports or physical activities to represent theoretical concepts such as demonstrating principles of force and motion through sprint starts, or exploring tactics and strategy through small-sided invasion games.

WHO SHOULD ATTEND?:

Anyone involved in physical education teaching or aiming to raise the standard of physical education, school sport, and physical activity for children and young people will benefit from this course.

QUALITY ASSURANCE:

Andrew Frapwell brings a wealth of experience, having contributed to effective teaching and learning both nationally and internationally, including work on the physical education curriculum in Kosovo (2014) and Qatar (2018). He is also the co-author of *"In Deep: Learning to Learn"* (Coachwise 2011).

afTLC: STANDARDS-BASED HOLISTIC ASSESSMENT FOR MASTERY LEARNING IN PHYSICAL EDUCATION

COURSE OVERVIEW:

This comprehensive one-day course, led by assessment specialist Andrew Frapwell, is designed to transform assessment practices in physical education by aligning them with a mastery learning and holistic approach. This course offers strategies to develop an assessment framework that promotes a growth mindset, aligns with school and departmental intent, and effectively measures implementation and impact.

Central to the course is the integration of Frapwell's "Head-Heart-Hands" holistic framework, emphasising cognitive (Head), affective (Heart), and physical (Hands) development. This approach ensures that assessments capture the full spectrum of student learning, fostering well-rounded development.

WHAT YOU'LL LEARN:

DEVELOPING STANDARDS-BASED ASSESSMENT

STRATEGIES: Learn to create assessment methods that are aligned with the National Curriculum (DfE 2013) PE programme of study aims and the expected standards at the end of each key stage.

PROMOTING A GROWTH MINDSET: Understand how to design assessments that encourage students to view challenges as opportunities for growth, fostering resilience and a love for learning.

ALIGNING ASSESSMENT WITH INTENT, IMPLEMENTATION, AND IMPACT: Explore how to ensure that assessments reflect your school's values, vision, and aims (intent), the methods of

teaching and learning (implementation), and the outcomes achieved (impact).

HOLISTIC ASSESSMENT PRACTICES: Delve into assessment techniques that consider the whole child, integrating cognitive, emotional, and physical development to provide a comprehensive view of student progress.

UTILISING ASSESSMENT FOR LEARNING: Discover how to use assessment as a tool for both diagnostic and summative purposes, enabling you to inform instruction and provide meaningful feedback to students.

AVOIDING REDUNDANT PRACTICES: Address issues surrounding the continued use of descriptive data linked to outdated levelling practices and flight paths, ensuring that your assessment methods are purposeful and effective.

WHO SHOULD ATTEND?:

Anyone involved in physical education teaching or aiming to raise the standard of physical education, school sport, and physical activity for children and young people will benefit from this course.

QUALITY ASSURANCE:

Andrew Frapwell brings a wealth of experience, having contributed to assessment practices both nationally and internationally, including work in Saudi Arabia, Kosovo, Qatar and England. He is also the author of "A Practical Guide to Assessing Without Levels" (Coachwise 2015).

afTLC: PRACTICAL DELIVERY SUITE OF COURSES FOR THE QUALITY OF PHYSICAL EDUCATION

The afTLC Curriculum delivery suite of courses for Physical Education has been designed to help you know, understand and implement the National Curriculum programme of study (DfE 2013) as well as key recommendations from the DfE Curriculum and Assessment Review (2024-25). Headline learning required that forms the benchmark standard for Physical Education will be referenced and the current contexts that must be offered.

Two of those contexts – Games (key stages 1-4 and Outdoor and Adventurous Activities (key stages 1-3) are explored as individual courses. Learning in and through Athletic Challenges, is explored as an optional activity that can provide the vehicle to help schools ensure all learners achieve the aims of National Curriculum physical education learning. Effective approaches to teaching and learning using these contexts as vehicles for inclusive and progressive learning will also be explored, including a holistic Head-Heart-Hands approach.

THE SUITE INCLUDES:

- afTLC Learning in and through Competitive activities and games
- afTLC Learning in and through Outdoor & Adventurous Activity Challenges
- afTLC Learning in and through Athletic Challenges

All courses are accredited by the:
Association for Physical Education (afPE) Professional Development Board



DETAILS FOR ALL afTLC COURSES:

DURATION: One full day - 9:00am - 4:00pm

MATERIALS PROVIDED: Participants receive a colour-bound course booklet.

COST: £190 + vat

This includes course administration, planning, delivery, photocopying, resources, certification, unlimited refreshments and lunch.

aftLC: LEARNING IN AND THROUGH COMPETITIVE ACTIVITIES AND GAMES

WHAT IS THIS COURSE ABOUT?

The course has been developed with reference to the DfE (2013) statutory programme of study for physical education requirement to teach 'competitive activities and games' to children and young people at Key Stages 1, 2, 3 and 4. It provides you with ideas to promote learning aligned to the National curriculum requirements in Competitive activities, games and sports. We also provide you with a starter resource pack to support learning and progress towards higher standards.

KEY TOPICS:

The course will reference the DfE (2013) National Curriculum Programme of Study for Physical Education. In particular:

- ✓ SIMPLE TACTICS FOR ATTACKING AND DEFENDING (KS3)
- ✓ BASIC PRINCIPLES SUITABLE FOR ATTACKING AND DEFENDING (KS2)
- ✓ A RANGE OF TACTICS AND STRATEGIES TO OVERCOME OPPONENTS (KS3)
- ✓ A VARIETY OF TACTICS AND STRATEGIES TO OVERCOME OPPONENTS (KS4).
- ✓ INDIVIDUAL AND TEAM GAMES will be used as the vehicle for learning in and through Physical Education referencing some specific sports.
- ✓ HOLISTIC AND RELATIONAL LEARNING will be promoted in physical education through games.
- ✓ GAME-BASED APPROACHES: Game Sense, Constraints-Led Approach, Sport Education, Teaching Games for Understanding (TGfU) will all be explored including the research available that demonstrates game-based approaches lead to significantly greater

relational understanding and better skill performance than a traditional lesson approach that includes a warm- up, a skills phase and then a conditioned game.

- ✓ PROMOTING GAME LITERACY through discrete units and integrated play experiences.
- ✓ SKILLS CONCEPTS
- ✓ ADAPTATION - SCAFFOLD ACTIVITIES TO MEET ALL LEARNERS, INCLUDING SEND, by offering varied challenge levels and tailored support (aligned with DfE inclusion guidelines)

WHO IS IT SUITABLE FOR?:

This qualification is suitable for any physical education teacher, teaching assistant, coach, consultant or trainer who is working with primary or secondary schools to raise the standard of physical education and school sport for children and young people and who wants to learn about sequencing skills, tactics and strategy, cooperation and collaboration and problem solving in competitive activities and games.

HOW CAN I BE CONFIDENT OF QUALITY?:

Andrew Frapwell has been involved in developing curriculum practices nationally in England and internationally in Kosovo and Qatar. Andrew has presented research into Teaching Games for Understanding (TGfU) internationally and has developed resources for Tacklesport Ltd on 'Learning through Games.'

PRACTICAL ACTIVITIES:

You will engage in practical activities to encourage deep learning. Please wear appropriate clothing and footwear.

afTLC: LEARNING IN AND THROUGH OUTDOOR & ADVENTUROUS ACTIVITY CHALLENGES

COURSE OVERVIEW:

This course has been designed in line with the DfE (2013) statutory programme of study for Physical Education, which mandates the inclusion of Outdoor and Adventurous Activities (O&AA) at Key Stages 2, 3, and 4. It offers participants a framework to develop engaging, inclusive, and progressive learning experiences in O&AA. It offers participants a framework to develop engaging, inclusive, and progressive learning experiences in O&AA.

KEY TOPICS:

ORIENTEERING:

- ✓ TREASURE HUNT ACTIVITIES
- ✓ PICTURE ORIENTEERING
- ✓ STAR ORIENTEERING
- ✓ STAR AND LINE ORIENTEERING AND
- ✓ LINE ORIENTEERING
- ✓ USE OF A MAP AND COMPASS

LOW RISK PROBLEM-SOLVING ACTIVITIES and use of minimal, everyday equipment (e.g., ropes, cones, hoops) to foster:

- ✓ TEAM COLLABORATION
- ✓ CREATIVE THINKING
- ✓ COMMUNICATION SKILLS
- ✓ TRUST AND EMPATHY

SAMPLE ACTIVITIES INCLUDE:

- ✓ HUMAN KNOTS
- ✓ UNSIGHTED TRAILS
- ✓ BUILD-A-BRIDGE TASKS
- ✓ GROUP BALANCING CHALLENGES

- ✓ DEEP-STRUCTURED, HOLISTIC AND RELATIONAL LEARNING
- ✓ ADAPTATION - SCAFFOLD ACTIVITIES TO MEET ALL LEARNERS, INCLUDING SEND, Provide tiered levels of challenge, use visual prompts, tactile resources, buddy systems, designing activities with sensory-friendly and mobility-conscious options

WHO IS IT SUITABLE FOR?:

This qualification is suitable for any physical education teacher, teaching assistant, coach, consultant or trainer who is working with primary or secondary schools to raise the standard of physical education, school sport and physical activity for children and young people.

HOW CAN I BE CONFIDENT OF QUALITY?:

Andrew Frapwell has been involved in developing curriculum practices nationally in England and internationally in Kosovo and Qatar. He is the author of "Assessing without Levels" (Coachwise 2015).

PRACTICAL ACTIVITIES:

You will engage in practical activities to encourage deep learning. Please wear appropriate clothing and footwear.

afTLC: ATHLETIC CHALLENGES IN AND THROUGH PHYSICAL EDUCATION

COURSE OVERVIEW:

The course has been developed in response to the poor teaching of athletics in the school physical education curriculum, almost always entirely focused on an event specific approach. The course focuses on the DfE (2013) National Curriculum headline learning for physical education and demonstrates an approach that can develop running, jumping and throwing skills in discrete units or as integral to most activities. It is an approach that focuses on the processes that lead to improved learning and performances, as well as key movement concepts. A starter resource pack will be provided for all attendees to support pupil learning and progress towards higher standards.

KEY TOPICS:

The course will focus on:

- ✓ **ATHLETIC CHALLENGES**
- ✓ **THE PROMOTION OF DEEP-STRUCTURED, HOLISTIC AND RELATIONAL LEARNING** standards in physical education
- ✓ **MOVEMENT SKILL PROGRESSION** across key stages
- ✓ **KEY CONCEPTS AND SKILLS OF RUNNING, JUMPING AND THROWING** in isolation and in combination
- ✓ **EXPERT CONCEPTS AND TECHNIQUES**
- ✓ **HOW ATHLETIC CHALLENGES MIGHT BE DESIGNED INTEGRAL TO THE CURRICULUM** so that practice might move away from an athletic event programme often always scheduled after Easter
- ✓ **ADAPTATION - SCAFFOLD ACTIVITIES TO MEET ALL LEARNERS, INCLUDING SEND**, by offering varied challenge levels and tailored support (aligned with DfE inclusion guidelines)

- ✓ **PROMOTE EQUAL ACCESS THROUGH NON-GENDERED GROUPING AND MIXED-ABILITY PRACTICE**, addressing national parity initiatives.
- ✓ **SELF- AND PEER-ANALYSIS AND PERFORMANCE COMPARISON** to support pupils in achieving their personal bests

WHO IS IT SUITABLE FOR?:

This qualification is suitable for any physical education teacher, teaching assistant, coach, consultant or trainer who is working with primary or secondary schools to raise the standard of physical education, school sport and physical activity for children and young people.

HOW CAN I BE CONFIDENT OF QUALITY?:

Andrew Frapwell has been involved in developing curriculum practices nationally in England and internationally in Kosovo and Qatar. Andrew has run Athletic workshops Nationally and Internationally.

PRACTICAL ACTIVITIES:

You will engage in practical activities to encourage deep learning. Please wear appropriate clothing and footwear.

QUALSAFE: KEEPING SAFE IN THE WORKPLACE DELIVERY SUITE OF COURSES (RQF)

The Qualsafe *Keeping Safe in the Workplace delivery suite of courses* includes a Health and Safety at Work qualification to encourage high standards and prevent anyone coming to harm. In the event individuals require First Aid the courses train you to become an effective first responder.

Qualsafe Awards is the largest Awarding Organisation for First Aid qualifications in the UK.

THE SUITE INCLUDES:

- Level 3 Award in Health and Safety in the Workplace
- Level 3 Award in Combined First Aid at Work and Paediatric First Aid
- Level 3 Award in First Aid at Work
- Level 3 Award in Paediatric First Aid
- Level 3 Award in Emergency First Aid at Work

PLEASE NOTE:

- Prices are based on a tutor / candidate ratio of 1:12 for all of the Qualsafe courses. **Discounts are available for organisations who wish to fill the course and host the training for their own 12 employees**
- Under the Health and Safety (First-Aid) Regulations 1981, employers must ensure adequate first aid provisions are in place for their employees. The specific requirements depend on the workplace's risk assessment.

QUALSAFE: LEVEL 3 AWARD IN HEALTH AND SAFETY IN THE WORKPLACE (RQF)

WHY CHOOSE AN ACCREDITED QUALIFICATION?:

An accredited qualification ensures that the training meets nationally recognised Health and Safety Executive (HSE) standards, providing assurance of its quality and relevance.

Employers often require accredited health and safety certifications to demonstrate compliance with legal obligations and to foster a culture of safety within the organisation. Holding such a qualification can enhance your professional credibility and may be a prerequisite for certain supervisory or managerial roles.

OVERVIEW:

This 3-day course is designed for individuals in Subject Lead, supervisory or managerial roles, focusing on enhancing knowledge of health and safety practices in the workplace. It covers legal requirements, risk assessment principles, case studies and the implementation of effective safety management systems.

KEY TOPICS:

HEALTH AND SAFETY LEGISLATION:

Understanding the legal framework and employer/employee responsibilities.

RISK ASSESSMENT: Identifying hazards, evaluating risks, and implementing control measures.

ACCIDENT INVESTIGATION: Techniques for investigating incidents to prevent recurrence.

SAFETY MANAGEMENT SYSTEMS: Developing and maintaining effective health and safety policies.

COMMUNICATION: Effectively conveying health and safety information to all stakeholders.

COURSE STRUCTURE:

DURATION: 21 Guided Learning Hours (GLH) – typically 3 days.

TOTAL QUALIFICATION TIME (TQT):

Approximately 30 hours, including self-study.

FLEXIBLE DELIVERY OPTIONS:

FULL-DAY SESSIONS: Traditional delivery over consecutive days.

HALF-DAY SESSIONS: Split the course into manageable half-day segments to suit scheduling needs.

TWILIGHT SESSIONS: Evening classes for minimal disruption to the workday.

BLENDED LEARNING: Some topics can be delivered online as well as in-person practical sessions.

ASSESSMENT:

Multiple-choice examination

CERTIFICATION VALIDITY:

3 Years

TARGET AUDIENCE:

Department Heads, Subject Leads, Supervisors, managers, and individuals responsible for health and safety in the workplace.

DELEGATE PRICE:

£225+vat per person. This includes lunch each day and unlimited tea and coffee. It also includes your registration fee, planning, delivery, photocopying, resources, a course manual, assessment, internal verification, course administration and certification (see also p.13).

QUALSAFE: LEVEL 3 AWARD IN COMBINED FIRST AID AT WORK AND PAEDIATRIC FIRST AID (RQF)

OVERVIEW:

This intensive 3-day course combines the content of both the First Aid at Work and Paediatric First Aid qualifications. It's ideal for individuals working in environments where both adult and paediatric first aid skills are required.

KEY TOPICS:

COMPREHENSIVE FIRST AID SKILLS: Covering both adult and paediatric emergency scenarios.

LIFE-SAVING TECHNIQUES: Performing CPR and using Automated External Defibrillators (AEDs) on adults, children, and infants.

MEDICAL CONDITIONS: Managing asthma, anaphylaxis, diabetes, and other conditions across age groups.

INJURY MANAGEMENT: Treating fractures, burns, bleeding, and other injuries in adults and children.

LEGAL AND ETHICAL CONSIDERATIONS: Understanding the responsibilities and limitations of a first aider.

COURSE STRUCTURE:

DURATION: 30 Guided Learning Hours (GLH) – typically 3 days.

TOTAL QUALIFICATION TIME (TQT): Approximately 30 hours, including self-study.

ASSESSMENT:

Practical assessments and multiple-choice examinations

CERTIFICATION VALIDITY:

3 Years

TARGET AUDIENCE:

Any suitable employee identified as a result of the workplace risk assessment. No previous experience is required.

This course is suitable for individuals working in settings requiring both adult and paediatric first aid skills. For example: **SCHOOLS** (primary and secondary) where teachers and support staff interact with both children and adults daily, making dual first aid training essential. In addition **NURSERIES** and **PRESCHOOLS**, **CHILDCARE CENTRES** and **EARLY YEARS SETTINGS**, **YOUTH SPORTS CLUBS** and **ACTIVITY CENTRES**, educational institutions with on-site childcare facilities such as **UNIVERSITIES** or **COLLEGES** that offer childcare services, **COMMUNITY CENTRES** hosting family events, healthcare facilities with paediatric and adult services such as **CLINICS** and **HOSPITALS** serving diverse age groups

DELEGATE PRICE:

£250+vat per person. This includes lunch each day and unlimited tea and coffee. It also includes your registration fee - which we pay to Qualsafe Awards on your behalf - planning, delivery, photocopying, resources, a course manual, assessment, internal verification, course administration and certification (see also p.13).

PLEASE NOTE:

- ✓ **INITIAL CERTIFICATION:** For individuals enrolling for the first time or whose previous certification has expired, the course spans 3 days.
- ✓ **REVALIDATION:** If within 3 years of certification, the course is then designated a revalidation and is 2 days duration. The cost of a revalidation is **£167+vat**

QUALSAFE: LEVEL 3 AWARD IN FIRST AID AT WORK (RQF)

OVERVIEW:

This 3-day course is aimed at individuals designated as first aiders in their workplace. It provides the knowledge and practical skills needed to manage a range of injuries and illnesses until professional help arrives.

KEY TOPICS:

FIRST AIDER RESPONSIBILITIES: Understanding the role and legal requirements.

EMERGENCY RESPONSE: Assessing incidents and managing unresponsive casualties.

LIFE-SAVING TECHNIQUES: Performing CPR and using Automated External Defibrillators (AEDs).

MEDICAL CONDITIONS: Recognising and treating heart attacks, strokes, diabetes, and more.

INJURY MANAGEMENT: Handling fractures, burns, bleeding, and other common workplace injuries.

COURSE STRUCTURE:

DURATION: 18 Guided Learning Hours (GLH) – typically 3 days.

TOTAL QUALIFICATION TIME (TQT):
Approximately 22 hours, including self-study.

ASSESSMENT:

Practical assessments and multiple-choice examinations

CERTIFICATION VALIDITY:

3 Years

TARGET AUDIENCE:

Employees appointed as workplace first aiders.

DELEGATE PRICE:

£225+vat per person. This includes lunch each day and unlimited tea and coffee. It also includes your registration fee - which we pay to Qualsafe Awards on your behalf - planning, delivery, photocopying, resources, a course manual, assessment, internal verification, course administration and certification (see also p.13).

PLEASE NOTE:

- ✓ **INITIAL CERTIFICATION:** For individuals enrolling for the first time or whose previous certification has expired, the course spans 3 days.
- ✓ **REVALIDATION:** If within 3 years of certification, the course is then designated a revalidation and is 2 days duration. The cost of a revalidation is **£150+vat**

QUALSAFE: LEVEL 3 AWARD IN PAEDIATRIC FIRST AID (RQF)

OVERVIEW:

This 2-day course is designed for individuals responsible for the care of infants and children. It meets the requirements of the Early Years Foundation Stage (EYFS) and equips learners with the skills to manage a variety of paediatric emergencies.

This qualification comprises two mandatory units:

1. EMERGENCY PAEDIATRIC FIRST AID – GLH: 6 hours
2. MANAGING PAEDIATRIC ILLNESS, INJURIES & EMERGENCIES – GLH: 6 hours

KEY TOPICS:

ROLES AND RESPONSIBILITIES: Understanding the duties of a paediatric first aider.

EMERGENCY ASSESSMENT: Assessing situations and responding appropriately.

CPR AND DEFIBRILLATION: Performing life-saving techniques on infants and children.

COMMON CHILDHOOD CONDITIONS: Managing asthma, meningitis, febrile convulsions, and more.

INJURY MANAGEMENT: Treating wounds, fractures, burns, and other injuries.

COURSE STRUCTURE:

DURATION: 12 Guided Learning Hours (GLH) – typically 2 days.

TOTAL QUALIFICATION TIME (TQT):
Approximately 15 hours, including self-study.

ASSESSMENT:

Practical assessments and multiple-choice examinations

CERTIFICATION VALIDITY:

3 Years

TARGET AUDIENCE:

Childcare providers, teachers, and parents

DELEGATE PRICE:

£150+vat per person. This includes lunch each day and unlimited tea and coffee. It also includes your registration fee - which we pay to Qualsafe Awards on your behalf - planning, delivery, photocopying, resources, a course manual, assessment, internal verification, course administration and certification (see also p.13).

QUALSAFE: LEVEL 3 AWARD IN EMERGENCY FIRST AID AT WORK (RQF)

OVERVIEW:

This 1-day course is designed for individuals who wish to gain basic first aid knowledge and skills. It covers essential topics to enable learners to respond effectively to emergencies in low-risk work environments.

KEY TOPICS:

FIRST AIDER RESPONSIBILITIES: Understanding the role in emergency situations.

EMERGENCY RESPONSE: Assessing incidents and managing unresponsive casualties.

LIFE-SAVING TECHNIQUES: Performing Cardiopulmonary Resuscitation (CPR) and using Automated External Defibrillators (AEDs).

INJURY MANAGEMENT: Treating minor injuries, bleeding, and shock.

LEGAL CONSIDERATIONS: Understanding reporting procedures and legal responsibilities.

COURSE STRUCTURE:

DURATION: 6 Guided Learning Hours (GLH) – typically 1 day.

TOTAL QUALIFICATION TIME (TQT): 6 hours.

ASSESSMENT:

Practical assessments and multiple-choice examination

CERTIFICATION VALIDITY:

3 Years

TARGET AUDIENCE:

Employees in low-risk workplaces requiring basic first aid training.

DELEGATE PRICE:

£75+vat per person. This includes lunch each day and unlimited tea and coffee. It also includes your registration fee - which we pay to Qualsafe Awards on your behalf - planning, delivery, photocopying, resources, a course manual, assessment, internal verification, course administration and certification (see also p.13).

QUALSAFE: EDUCATION AND TRAINING SUITE OF COURSES FOR TEACHING (RQF)

The Qualsafe Education and Training Suite of qualifications are regulated by Ofqual and are widely recognised across the UK. They provide a structured pathway for individuals seeking to enter or progress within the teaching profession, particularly in the further education and skills sector.

They also offer a pathway from initial teaching roles to full teaching status, with the potential to teach across various educational settings, including primary and secondary schools, subject to individual school policies.

THE SUITE INCLUDES:

- Level 3 Award in Education and Training
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training

QUALIFIED TEACHER LEARNING AND SKILLS (QTLS)

AWARDING BODY: QTLS is awarded by the **SOCIETY FOR EDUCATION AND TRAINING (SET)**, which is part of the **EDUCATION & TRAINING FOUNDATION (ETF)**.

RECOGNITION IN SCHOOLS: Since April 2012, QTLS holders who are SET members are recognised as qualified to teach in schools in England, with legal parity to Qualified Teacher Status (QTS).

ELIGIBILITY REQUIREMENTS:

- ✓ Hold a Level 5 teaching qualification, such as the Level 5 Diploma in Education and Training (DET).
- ✓ Possess Level 2 qualifications in English and mathematics (e.g., GCSEs at grade C/4 or above).
- ✓ Be a current member of SET.
- ✓ Have at least 230 hours of recent teaching experience in a FE and Skills or a school setting.

PROFESSIONAL FORMATION PROCESS: To achieve QTLS, candidates undergo a six-month "Professional Formation" process, which includes:

- ✓ Submitting a portfolio demonstrating teaching practice and professional development.
- ✓ Undergoing observations of teaching sessions.
- ✓ Reflecting on professional standards and development

APPLICATION TIMELINE: Applications for QTLS are typically open once a year, with the process commencing in January following the application period.

COST: The fee for the Professional Formation leading to QTLS is £490.

QUALSAFE: LEVEL 3 AWARD IN EDUCATION AND TRAINING (RQF)

OVERVIEW:

This introductory qualification is designed for individuals aspiring to teach or train in the further education and skills sector. It provides foundational knowledge and skills, making it ideal for those new to teaching or without prior experience.

KEY TOPICS:

ROLES AND RESPONSIBILITIES: Understanding the role of a teacher/trainer and the boundaries of the teaching role.

INCLUSIVE TEACHING AND LEARNING: Planning and delivering sessions that meet diverse learner needs.

ASSESSMENT AND FEEDBACK: Understanding different assessment methods and providing constructive feedback.

MICROTEACHING: Delivering a short teaching session to peers for practical experience.

COURSE STRUCTURE:

DURATION: 48 Guided Learning Hours (GLH) – typically 5 days.

TOTAL QUALIFICATION TIME (TQT):
Approximately 120 hours, including self-study.

ASSESSMENT:

Combination of written assignments and a practical microteaching session.

ENTRY REQUIREMENTS:

Minimum age: 19 years.
No formal qualifications required, but proficiency in English and basic IT skills are recommended.

FLEXIBLE DELIVERY OPTIONS:

FULL-DAY SESSIONS: Traditional delivery over consecutive days.

HALF-DAY SESSIONS: Split the course into manageable half-day segments to suit scheduling needs.

TWILIGHT SESSIONS: Evening classes for minimal disruption to the workday.

BLENDED LEARNING: Some topics can be delivered online as well as in-person practical sessions.

PROGRESSION OPPORTUNITIES:

- ✓ Level 4 Certificate in Education and Training.
- ✓ Level 5 Diploma in Education and Training.
- ✓ Assessor qualifications.

CAREER PATHWAYS:

- ✓ Trainer/Instructor in various sectors
- ✓ Teacher
- ✓ Teaching Assistant
- ✓ Vocational Trainer
- ✓ Corporate Trainer
- ✓ Community Education Worker.

DELEGATE PRICE:

£449+vat per person. This includes lunch each day and unlimited tea and coffee. It also includes your registration fee - which we pay to Qualsafe Awards on your behalf - planning, delivery, photocopying, resources, a course manual, assessment, internal verification, course administration and certification.

QUALSAFE: LEVEL 4 CERTIFICATE IN EDUCATION AND TRAINING (RQF)

OVERVIEW:

This qualification is designed for individuals who are already teaching or training and wish to enhance their skills and knowledge. It builds upon the foundational concepts introduced in the Level 3 Award and delves deeper into planning, delivering, and assessing inclusive teaching sessions.

KEY TOPICS:

PLANNING AND DELIVERING INCLUSIVE TEACHING SESSIONS: Developing lesson plans that cater to diverse learner needs.

ASSESSING LEARNERS: Understanding and applying various assessment methods.

USING RESOURCES EFFECTIVELY: Selecting and utilising appropriate teaching materials.

UNDERSTANDING ROLES AND RESPONSIBILITIES: Exploring the broader context of the teaching role, including legislation and organisational policies.

COURSE STRUCTURE:

DURATION: Guided Learning Hours (GLH) are 140. Typically a course will range from 6 months to 1 year, depending on the mode of study and individual pace.

TOTAL QUALIFICATION TIME (TQT): 360 hours, including self-study

ASSESSMENT:

Combination of written assignments, practical teaching sessions, and reflective journals.

ENTRY REQUIREMENTS:

- ✓ The minimum age is 19 years.
- ✓ Access to 30 hours of teaching practice.
- ✓ Proficiency in English and basic IT skills.

FLEXIBLE DELIVERY OPTIONS:

FULL-DAY SESSIONS: Traditional delivery over consecutive days.

HALF-DAY SESSIONS: Split the course into manageable half-day segments to suit scheduling needs.

TWILIGHT SESSIONS: Evening classes for minimal disruption to the workday.

BLENDED LEARNING: Some topics can be delivered online as well as in-person practical sessions.

PROGRESSION OPPORTUNITIES:

Level 5 Diploma in Education and Training. Assessor and Internal Quality Assurance qualifications.

CAREER PATHWAYS:

- ✓ Associate Teacher in Further Education
- ✓ Teaching assistant
- ✓ Teacher
- ✓ Adult Education Tutor
- ✓ Workplace Trainer.

DELEGATE PRICE:

£1,295+vat per person. This includes lunch each day and unlimited tea and coffee. It also includes your registration fee - which we pay to Qualsafe Awards on your behalf - planning, delivery, photocopying, resources, a course manual, assessment, internal verification, course administration and certification.

QUALSAFE: LEVEL 5 DIPLOMA IN EDUCATION AND TRAINING (RQF)

OVERVIEW:

This advanced qualification is intended for individuals who are already teaching or training and wish to gain a full teaching qualification. It is suitable for those aiming to teach in the post-16 education sector and leads to eligibility for Qualified Teacher Learning and Skills (QTLS) status.

KEY TOPICS:

TEACHING, LEARNING, AND ASSESSMENT:

Advanced strategies for effective teaching and assessment.

CURRICULUM DEVELOPMENT: Designing and evaluating curricula to meet learner needs.

PROFESSIONAL PRACTICE: Reflective practice and continuing professional development.

EQUALITY AND DIVERSITY: Promoting inclusive learning environments.

DIGITAL PEDAGOGIES: Integrating technology into teaching and learning.

COURSE STRUCTURE:

DURATION: Guided learning hours (GLH) are 360 hours. Typically a course will last 12-24 months, depending on the prior learning and experience of delegates and learner pace.

TOTAL QUALIFICATION TIME (TQT): 1200 hours, including self-study.

TEACHING PRACTICE: A minimum of 100 hours of teaching practice is required.

ASSESSMENT:

Combination of written assignments, teaching observations, and a professional discussion.

ENTRY REQUIREMENTS:

- ✓ Minimum age: 19 years

- ✓ Level 2 qualifications in English and Maths
- ✓ Access to 100 hours of teaching practice
- ✓ Subject-specific qualifications or experience

FLEXIBLE DELIVERY OPTIONS:

FULL-DAY SESSIONS: Traditional delivery over consecutive days.

HALF-DAY SESSIONS: Split the course into manageable half-day segments to suit scheduling needs.

TWILIGHT SESSIONS: Evening classes for minimal disruption to the workday.

BLENDED LEARNING: Some topics can be delivered online as well as in-person practical sessions.

PROGRESSION OPPORTUNITIES:

- ✓ Eligibility to apply for **QUALIFIED TEACHER LEARNING AND SKILLS (QTLS)** status through the Society for Education and Training (SET) – *see further details on page 19*.
- ✓ Further studies at Level 6 or Level 7 in education or related fields.

CAREER PATHWAYS:

- ✓ Lecturer in Further Education.
- ✓ Teacher
- ✓ Curriculum Developer
- ✓ Education Consultant
- ✓ Teacher in adult and community education.

DELEGATE PRICE:

£2,299+vat per person. This includes lunch each day and unlimited tea and coffee. It also includes your registration fee, planning, delivery, photocopying, resources, assessment, internal verification, course administration and certification.

LEADERSHIP SKILLS FOUNDATION: A PROGRESSIVE PATHWAY IN PHYSICAL EDUCATION, SCHOOL SPORT AND PHYSICAL ACTIVITY (PESSPA) QUALIFICATIONS (RQF)

The **LEADERSHIP SKILLS FOUNDATION** is a charitable organisation dedicated to developing leadership skills in young people through practical, accredited programmes. Established in 1981 as the British Sports Trust, it has evolved through various identities, including Sports Leaders UK and SLQ, before adopting its current name in 2023.

The Leadership Skills Foundation operates through a network of **PROFESSIONAL QUALIFICATION CENTRES (PQCs)**, which are approved institutions - such as ourselves, as well as schools, colleges, and community organisations – all authorised to deliver its qualifications. To become a PQC, centres must undergo an induction process to ensure they meet the standards required for delivering these programmes.

THE SUITE INCLUDES:

- Level 2 Certificate in Supporting Learning in Physical Education, School Sport and Physical Activity
- Level 3 Certificate in Supporting the Delivery of Physical Education, School Sport and Physical Activity
- Level 3 Diploma in Supporting the Delivery of Physical Education, School Sport and Physical Activity
- Level 4 Qualification in Supporting Pupils' Wellbeing Through Physical Education
- Level 5 Certificate in Primary School Physical Education Specialism
- Level 6 Award in Primary School Physical Education Subject Leadership

LEADERSHIP SKILLS FOUNDATION: LEVEL 2 CERTIFICATE IN SUPPORTING LEARNING IN PHYSICAL EDUCATION AND SCHOOL SPORT (RQF)

OVERVIEW:

This nationally recognised qualification is designed for individuals involved in supporting the delivery of Physical Education, School Sport, and Physical Activity (PESSPA) in educational settings. It equips delegates with the skills to plan, lead, and review activities that contribute to a school's PESSPA programme.

KEY TOPICS:

The qualification comprises eight mandatory units:

1. FACTORS THAT IMPACT ON THE DELIVERY OF PESSPA
2. PRINCIPLES OF TEACHING PESSPA
3. PRINCIPLES OF SAFE PRACTICE IN PESSPA
4. PROMOTING LIFELONG HEALTH AND WELL-BEING
5. PRINCIPLES OF INCLUSION IN PESSPA
6. PLAN AND PREPARE FOR PESSPA SESSIONS
7. LEAD PESSPA SESSIONS
8. REVIEW PESSPA SESSIONS

Each unit integrates both theoretical knowledge and practical application to ensure comprehensive understanding and skill development.

COURSE STRUCTURE:

DURATION: Guided learning hours (GLH) are 80 hours. Typically a course will last 12-24 months, depending on the prior learning and experience of delegates and learner pace.

TOTAL QUALIFICATION TIME (TQT): 175 hours, including self-study.

FLEXIBLE DELIVERY OPTIONS:

FULL-DAY SESSIONS: Traditional delivery over consecutive days.

HALF-DAY SESSIONS: Split the course into manageable half-day segments to suit scheduling needs.

TWILIGHT SESSIONS: Evening classes for minimal disruption to the workday.

BLENDED LEARNING: Some topics can be delivered online as well as in-person practical sessions.

It includes both theoretical and practical elements, with the practical components requiring delegates to engage in educational settings.

ASSESSMENT:

Assessment is conducted through a combination of written tasks and practical evaluations:

DELEGATE EVIDENCE RECORD (DER): A mandatory portfolio where delegates document their learning and assessment evidence.

WRITTEN TASKS: Assess theoretical understanding; alternative evidence formats (e.g., presentations, posters) are acceptable.

PRACTICAL ASSESSMENTS: Include planning and leading PESSPA sessions, observed by qualified tutors, and subsequent evaluations.

ENTRY REQUIREMENTS:

MINIMUM AGE: 16 years.

PREREQUISITES: While there are no formal prerequisites, delegates should be involved in supporting PESSPA delivery in schools and have access to an educational setting for practical assessments.

DELEGATE PRICE:

£895+vat per person. This includes lunch each day and unlimited tea and coffee. It also includes your registration fee - which we pay to Leadership Skills Foundation on your behalf - planning, delivery, photocopying, resources, a course manual, assessment, internal verification, course administration and certification.

LEADERSHIP SKILLS FOUNDATION: LEVEL 3 CERTIFICATE IN SUPPORTING THE DELIVERY OF PHYSICAL EDUCATION AND SCHOOL SPORT (RQF)

OVERVIEW:

The Level 3 Certificate is a nationally recognised qualification designed for individuals involved in supporting schools with their PESSPA programmes. It equips delegates with the skills to plan, lead, and review activities that contribute to high-quality physical education, school sport, and physical activity, both within school settings and the wider community.

KEY TOPICS:

The diploma comprises 11 mandatory units, integrating both theoretical knowledge and practical application to ensure comprehensive understanding and skill development:

1. PROFESSIONAL DEVELOPMENT
2. SCHOOLS AS ORGANISATIONS
3. PRINCIPLES OF TEACHING PESSPA
4. SUPPORTING CHILD AND YOUNG PERSON DEVELOPMENT
5. SAFEGUARDING CHILDREN AND YOUNG PEOPLE IN PESSPA
6. MAINTAINING HEALTH AND SAFETY IN PESSPA
7. IMPLEMENTING PRINCIPLES OF EQUALITY, DIVERSITY AND INCLUSION IN PESSPA
8. SUPPORTING ASSESSMENT FOR LEARNING IN PHYSICAL EDUCATION
9. PLANNING A PESSPA UNIT OF LEARNING
10. DELIVERING A PESSPA UNIT OF LEARNING
11. REVIEWING A PESSPA UNIT OF LEARNING

COURSE STRUCTURE:

DURATION: Typically delivered over the course of a school academic year, depending on learner progress. Total Qualification Time (TQT): 298 hours. Guided Learning Hours (GLH): 128 hours.

FLEXIBLE DELIVERY: The qualification offers flexibility in delivery methods, including online.

It includes both theoretical and practical elements, with the practical components requiring delegates to engage in real-world educational and community settings.

ASSESSMENT:

Assessment is conducted through a combination of written tasks and practical evaluations:

DELEGATE EVIDENCE RECORD (DER): A mandatory portfolio where delegates document their learning and assessment evidence.

WRITTEN TASKS: Assess theoretical understanding; alternative evidence formats (e.g., presentations, posters) are acceptable.

PRACTICAL ASSESSMENTS: Include planning and leading PESSPA sessions, organising events or competitions, mentoring, and implementing community projects, observed by qualified tutors, and subsequent evaluations.

ENTRY REQUIREMENTS:

MINIMUM AGE: 17 years (18+ for certification).

PREREQUISITES: While there are no formal prerequisites, delegates should be involved in supporting PESSPA delivery in schools and have access to educational and community settings for practical assessments.

DELEGATE PRICE:

£1,195+vat per person. This includes lunch each day and unlimited tea and coffee. It also includes your registration fee - which we pay to Leadership Skills Foundation on your behalf - planning, delivery, photocopying, resources, a course manual, assessment, internal verification, course administration and certification.

LEADERSHIP SKILLS FOUNDATION: LEVEL 3 DIPLOMA IN SUPPORTING THE DELIVERY OF PHYSICAL EDUCATION AND SCHOOL SPORT (RQF)

OVERVIEW:

The Level 3 Diploma is a nationally recognised qualification designed for individuals involved in supporting schools with their PESSPA programmes. It equips delegates with the skills to plan, lead, and review activities that contribute to high-quality physical education, school sport, and physical activity, both within school settings and the wider community.

KEY TOPICS:

The diploma comprises 15 mandatory units, integrating both theoretical knowledge and practical application to ensure comprehensive understanding and skill development:

1. PROFESSIONAL DEVELOPMENT
2. SCHOOLS AS ORGANISATIONS
3. PRINCIPLES OF TEACHING PESSPA
4. SUPPORTING CHILD AND YOUNG PERSON DEVELOPMENT
5. SAFEGUARDING CHILDREN AND YOUNG PEOPLE IN PESSPA
6. MAINTAINING HEALTH AND SAFETY IN PESSPA
7. IMPLEMENTING PRINCIPLES OF EQUALITY, DIVERSITY AND INCLUSION IN PESSPA
8. SUPPORTING ASSESSMENT FOR LEARNING IN PHYSICAL EDUCATION
9. PLANNING A PESSPA UNIT OF LEARNING
10. DELIVERING A PESSPA UNIT OF LEARNING
11. REVIEWING A PESSPA UNIT OF LEARNING
12. ORGANISING AND LEADING AN EVENT OR COMPETITION THAT CONTRIBUTES TO THE PESSPA PROGRAMME
13. MENTORING PUPILS AND COLLEAGUES IN PESSPA
14. ADVOCACY IN PESSPA
15. CREATING OPPORTUNITIES THROUGH COMMUNITY SPORT AND PHYSICAL ACTIVITY PARTNERING

COURSE STRUCTURE:

DURATION: Guided Learning Hours (GLH) are 203. Typically delivered over one school academic year, depending on delegate progress.

TOTAL QUALIFICATION TIME (TQT): 478 hours.

FLEXIBLE DELIVERY: The qualification offers flexibility in delivery methods, including online. It includes both theoretical and practical elements, with the practical components requiring delegates to engage in real-world educational and community settings.

ASSESSMENT:

DELEGATE EVIDENCE RECORD (DER): A mandatory portfolio where delegates document their learning and assessment evidence.

WRITTEN TASKS: Assess theoretical understanding; alternative evidence formats (e.g., presentations, posters) are acceptable.

PRACTICAL ASSESSMENTS: Include planning and leading PESSPA sessions, organising events or competitions, mentoring, and implementing community projects, observed by qualified tutors, and subsequent evaluations.

ENTRY REQUIREMENTS:

- **MINIMUM AGE:** 17 years (18+ for certification).
- **PREREQUISITES:** While there are no formal prerequisites, delegates should be involved in supporting PESSPA delivery in schools and have access to educational and community settings for practical assessments.

DELEGATE PRICE:

£1,295+vat per person. This includes lunch each day and unlimited tea and coffee. It also includes your registration fee - which we pay to Leadership Skills Foundation on your behalf - planning, delivery, photocopying, resources, a course manual, assessment, internal verification, course administration and certification.

LEADERSHIP SKILLS FOUNDATION: LEVEL 4 AWARD IN SUPPORTING PUPILS' WELLBEING THROUGH PE (RQF)

OVERVIEW

This qualification focuses on enhancing pupils' emotional and social wellbeing by integrating specific strategies into PE lessons. It aligns with the "FIVE WAYS TO WELLBEING" framework: Connect, Be Active, Take Notice, Keep Learning, and Give.

KEY TOPICS

The course comprises four units:

1. UNDERSTANDING HOW PHYSICAL EDUCATION CAN IMPACT ON PUPILS' EMOTIONAL AND SOCIAL WELLBEING.
2. IMPLEMENTING AN EMOTIONAL AND SOCIAL WELLBEING-BASED APPROACH TO PHYSICAL EDUCATION.
3. EMPOWERING PUPILS TO TAKE CARE OF THEIR OWN EMOTIONAL AND SOCIAL WELLBEING.
4. DRAWING ON PHYSICAL EDUCATION TO INFLUENCE THE WHOLE SCHOOL TO PROMOTE PUPILS' EMOTIONAL AND SOCIAL WELLBEING.

COURSE STRUCTURE:

DURATION: Usually 6-7 weeks, depending on delegates. The Total Qualification Time is 30 hours and this includes 10 Guided Learning Hours.

FLEXIBLE DELIVERY: The course can be delivered online and scheduled over half-day or twilight sessions.

ASSESSMENT:

DELEGATE EVIDENCE RECORD (DER): A mandatory portfolio where delegates document their learning and assessment evidence - including planning documentation, evaluations and reflection as well as evidence generated by tasks during your tutor contact time.

Your portfolio can also count towards your performance management related to the Teachers' Standards. Where evidence of improved outcomes for children are used, this can also form part of contributory case studies towards effective use of the PE and Sport Premium Funding.

ENTRY REQUIREMENTS

The course is suitable to teachers of PE who have Qualified Teacher Status (QTS) or equivalent.

DELEGATE PRICE:

£350+vat per person. This includes your registration fee which we pay to Leadership Skills Foundation on your behalf, course planning, delivery, resources, a Delegate Evidence Record, assessment, internal verification, course administration and certification.

LEADERSHIP SKILLS FOUNDATION: LEVEL 5 CERTIFICATE IN PRIMARY SCHOOL PHYSICAL EDUCATION SPECIALISM (RQF)

COURSE OVERVIEW:

This qualification aims to develop professional practice in order to improve the overall delivery of the physical education curriculum within primary schools and raise standards.

KEY TOPICS:

THE QUALIFICATION INCLUDES:

- ✓ UNDERSTANDING THE REQUIREMENTS of the primary school physical education curriculum
- ✓ THE LINKS BETWEEN THE PRINCIPLES OF PEDAGOGY AND CHILD DEVELOPMENT
- ✓ HOW USING A RANGE OF ACTIVITIES CAN IMPACT ON 'GOOD OR BETTER' TEACHING AND LEARNING.
- ✓ Developing plans for units of work
- ✓ USE ASSESSMENT TO IMPACT ON PUPIL LEARNING AND PROGRESS
- ✓ THE DELIVERY, TEACHING, EVALUATION AND REVIEW OF UNITS OF WORK
- ✓ USE ASSESSMENT INFORMATION about pupil progress towards the unit of work outcomes to inform future planning.

WHO IS IT SUITABLE FOR?:

The course is suitable to teachers, higher level teaching assistants, teaching assistants (TAs) and coaches (who assist teachers in their PE teaching). TAs and coaches should have extensive experience across year groups and pupil groups and play an integral part in assisting the raising of standards within primary school education. Delegates are not required to have Qualified Teacher Status (QTS) or General Teaching Council for Scotland (GTCS) accreditation.

COURSE STRUCTURE:

DURATION: The guided learning hours are 45 and this equates to a 6-day course programme. A course programme is usually completed in the equivalent of a school academic year.

THE TOTAL QUALIFICATION TIME is 96 hours.

ASSESSMENT:

DELEGATE EVIDENCE RECORD (DER): A mandatory portfolio where delegates document their learning and assessment evidence.

WRITTEN TASKS: Assess theoretical understanding; alternative evidence formats (e.g., presentations, posters) are acceptable.

LINE MANAGER OBSERVATION: Your line manager will complete a lesson observation.

Your portfolio can also count towards your performance management related to the Teachers' Standards. Where evidence of improved outcomes for children are used, this can also form part of contributory case studies towards effective use of the PE and Sport Premium Funding.

DELEGATE PRICE:

£995+vat per person. This includes: your registration fee of £180 which we pay to Sports Leaders Qualifications (SLQ) on your behalf; course planning; delivery; photocopying; resources; a course portfolio/learner pack; assessment; internal verification; course administration; and certification. We will also provide you with lunch and unlimited refreshments each day.

LEADERSHIP SKILLS FOUNDATION: LEVEL 6 AWARD IN PRIMARY SCHOOL PHYSICAL EDUCATION SUBJECT LEADERSHIP (RQF)

COURSE OVERVIEW:

The Level 6 Award in Primary School Physical Education Subject Leadership is a recognised qualification that aims to develop subject leader practice in primary schools in order to improve the sustainability of high-quality physical education curriculum within primary schools.

KEY TOPICS:

This qualification builds on the learning of the Level 5 Certificate in Primary School Physical Education Specialism by:

LEADING SUSTAINABLE DEVELOPMENT WITHIN PRIMARY SCHOOL PHYSICAL EDUCATION.

UNDERSTANDING THE ROLES AND RESPONSIBILITIES OF A PHYSICAL EDUCATION SUBJECT LEAD being able to determine the quality of provision.

DESIGNING, LEADING, REVIEWING AND REVISING THE IMPLEMENTATION OF A TARGETED STRATEGY to develop primary school physical education and its sustainability.

WHO IS IT SUITABLE FOR?:

The course is suitable for anyone who has Qualified Teacher Status (QTS) or equivalent. You must also have successfully completed the Level 5 Certificate in Primary School Physical Education Specialism.

Due to the nature and extent of the tasks delegates enrolling on the course must have

responsibility as a PE Subject Lead / Subject Coordinator.

COURSE STRUCTURE:

DURATION: The guided learning hours are 18 and this equates to a 2-day tutored programme, which can be delivered flexibly. The course programme can usually be completed over a period of 2-3 terms due to the nature and scope of the assessment tasks.

TOTAL QUALIFICATION TIME is 38 hours.

ASSESSMENT:

DELEGATE EVIDENCE RECORD (DER): A mandatory portfolio where delegates document their learning and assessment evidence.

PROJECT DEFENCE: You will be required to use evidence-based practice to justify the implementation of your improvement project.

Your portfolio of evidence can also count towards performance management and achievement of the Teachers' Standards. Where evidence of improved outcomes for children are used, this can also form part of contributory case studies towards effective use of the PE and Sport Premium Funding.

DELEGATE PRICE:

£395+vat per person. This includes: course planning; delivery; photocopying; resources; a course portfolio/learner pack; assessment; internal verification; course administration; and certification. We will also provide you with lunch each day.

“Every teacher needs to improve, not because they are not good enough, but because they can be even better - for the students they serve.”

Dylan Wiliam



Thinking & Learning Company

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