Level 1 Award & Certificate in Sport (QCF) (4863-11)

Qualification handbook for centres

Level 1 Award in Sport (QCF) 500/9489/0
Level 1 Certificate in Sport (QCF) 500/9829/9
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City & Guilds
1 Giltspur Street
London EC1A 9DD
T +44 (0)20 7294 2800
F +44 (0)20 7294 2400
www.cityandguilds.com
centresupport@cityandguilds.com
# Level 1 Award & Certificate in Sport (QCF) (4863-11)

Qualification handbook for centres

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<thead>
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<th>Qualification title</th>
<th>Number</th>
<th>QAN</th>
</tr>
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<tbody>
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<td>Level 1 Award in Sport (QCF)</td>
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# 1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

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<thead>
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<th>City &amp; Guilds qualification number</th>
<th>Qualification accreditation number</th>
<th>Last registration date</th>
<th>Last certification date</th>
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<tbody>
<tr>
<td>Level 1 Award in Sport (QCF)</td>
<td>4863-11</td>
<td>500/9489/0</td>
<td>30/06/2014</td>
<td>30/06/2015</td>
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</tr>
</tbody>
</table>

The Level 1 Award and Certificate in Sport (QCF) are part of a flexible suite of qualifications, designed in consultation with both industry and educational experts, to offer total flexibility to centres to help improve the candidate’s learning environment and provide fit-for-purpose qualifications to those working in various sport and active leisure locations.

These qualifications are aimed at those preparing to embark on a career in the Sport and Active Leisure Industry, or wishing to practically participate in a number of activities. They are practical, hands-on qualifications which are designed to prepare the candidate for work in a multitude of sport and leisure facilities and raise awareness of how and where to participate in sporting opportunities.

The Level 1 Award and Certificate in Sport (QCF) have been designed by City & Guilds in order to:

- replace the City and Guilds Level 1 Certificate in Sport and Leisure (6971-01)
- allow candidates to learn, develop and practice the skills required for employment and/or career progression in the Sport and Active Leisure sector
- provide technical certificates for the Young Apprenticeship Framework
- link to Foundation Learning
- link to Government aims of increasing the knowledge and skills of those young people (16+) and adults (18/19+) wanting to get back into education/learning (those disengaged from learning at an early age)
- provide ASL for the 14-19 Diploma in Sport & Active Leisure.

Specialist Learning (SL) offers young people the opportunity to study a particular topic in more depth or broaden their studies through complementary learning. These qualifications have been approved as SL by SkillsActive and Ofqual for the Foundation Diploma in Sport & Active Leisure. It has been designed to:

- complement principal learning within the Foundation Diploma in Sport and Active Leisure
- provide a broad background understanding of the Sport and Active Leisure sector and an introduction to the practical skills and knowledge required
- provide an awareness of the range of jobs and work settings in the Sport and Active Leisure sector
- enable learners to make an informed assessment of their own aptitude for work in this sector and to make informed decisions about careers
- encourage learners to reach a level of knowledge and skills that will facilitate progress into further vocational learning or to potential employment in the sector
- introduce learners to the discipline of the working environment and to encourage mature attitudes to the community in general
- encourage learners to value continued learning and remain in the learning process
- allow learners to learn, develop and practise selected skills required for progression in the sector
- provide opportunities for progression to the Higher Diploma in Sport and Active Leisure and other related qualifications in the sector.
1.1 Qualification structure

The diagram below illustrates the unit titles and the credit value of each unit. The title of the qualifications which will be awarded to candidates successfully completing the required combinations of units and/or credits is listed below.

To achieve the Level 1 Award in Sport (QCF) (4863-11), learners must achieve 11 credits from the 3 mandatory units.

To achieve the Level 1 Certificate in Sport (QCF) (4863-11), learners must achieve 11 credits from the 3 mandatory units and a minimum of 14 credits from the optional units available.

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Mandatory/optional for full qualification</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>H/601/1067</td>
<td>Unit 108</td>
<td>Participating in sport</td>
<td>Mandatory</td>
<td>6</td>
</tr>
<tr>
<td>Y/601/1082</td>
<td>Unit 109</td>
<td>Working safely in sport and active leisure</td>
<td>Mandatory</td>
<td>3</td>
</tr>
<tr>
<td>Y/600/1734</td>
<td>Unit 214</td>
<td>Understanding the active leisure and learning sector (level 2)</td>
<td>Mandatory</td>
<td>2</td>
</tr>
<tr>
<td>L/601/0172</td>
<td>Unit 110</td>
<td>Leading a healthy lifestyle</td>
<td>Optional</td>
<td>2</td>
</tr>
<tr>
<td>J/601/1093</td>
<td>Unit 111</td>
<td>Recognising opportunities for participating in leisure</td>
<td>Optional</td>
<td>2</td>
</tr>
<tr>
<td>K/601/0177</td>
<td>Unit 112</td>
<td>Components and function of the body in physical activity</td>
<td>Optional</td>
<td>4</td>
</tr>
<tr>
<td>K/601/1068</td>
<td>Unit 113</td>
<td>Assist in the planning, delivery and evaluation of sporting activities</td>
<td>Optional</td>
<td>3</td>
</tr>
<tr>
<td>A/601/1091</td>
<td>Unit 114</td>
<td>Improving personal exercise and fitness</td>
<td>Optional</td>
<td>4</td>
</tr>
<tr>
<td>D/601/8230</td>
<td>Unit 202</td>
<td>Safeguarding and protecting children and young people in sport and active leisure (level 2)</td>
<td>Optional</td>
<td>1</td>
</tr>
<tr>
<td>M/601/7700</td>
<td>Unit 226</td>
<td>People skills in sport and active leisure (level 2)</td>
<td>Optional</td>
<td>3</td>
</tr>
</tbody>
</table>
1.2 **Opportunities for progression**
On completion of these qualifications candidates may progress into employment or to the following City & Guilds qualifications:
- 4863-01 Level 1 NVQ Award in Sport and Active Leisure (QCF)
- 4863-21 Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services (QCF)
- 4965-02 Level 2 NVQ Certificate in Activity Leadership (QCF)
- 4863-23 City & Guilds Level 2 Award, Certificate & Diploma in Sport (QCF)
- 4863-26 City & Guilds Level 2 Award, Certificate & Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (QCF).

1.3 **Qualification support materials**
City & Guilds also provides the following publications and resources specifically for these qualifications:

<table>
<thead>
<tr>
<th>Description</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast track approval forms/generic approval form</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>Assessment pack for centres</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a> or <a href="http://www.cityandguilds.com">Publications sales (EN-11-4863)</a></td>
</tr>
</tbody>
</table>

1.4 **City & Guilds websites**

<table>
<thead>
<tr>
<th>Website</th>
<th>Address</th>
<th>Purpose and content</th>
</tr>
</thead>
<tbody>
<tr>
<td>City &amp; Guilds main website</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
<td>This is the main website for finding out about City &amp; Guilds qualifications. It contains qualification documentation and updates.</td>
</tr>
<tr>
<td>Walled Garden</td>
<td><a href="http://www.walled-garden.com">www.walled-garden.com</a></td>
<td>The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.</td>
</tr>
</tbody>
</table>
2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the Level 1 Certificate in Sport and Leisure (6971-01) may apply for approval for the new Level 1 Award and Certificate in Sport (QCF) (4863-11) using the fast track approval form, available from the City & Guilds website.

Centres may apply to offer the new qualifications using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the standard Qualification Approval Process. It is the centre’s responsibility to check that fast track approval is still current at the time of application.

2.1 Resource requirements

Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the areas of Sport and Active Leisure for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and Internal verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.
2.2 Candidate entry requirements
Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

As part of the assessment for this qualification, candidates must have access to a work setting/placement within a sport/leisure facility.

Age restrictions
These qualifications are for learners aged 14+. Apart for this, there are no age limits attached to candidates undertaking the qualifications unless this is a legal requirement of the process or the environment.

Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.
3 Course design and delivery

3.1 Initial assessment and induction
Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:
• any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing
• any units the candidate has already completed, or credit they have accumulated which is relevant to the qualifications they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies
Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way which:
• best meets the needs and capabilities of their candidates
• satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:
• literacy, language and/or numeracy
• personal learning and thinking
• personal and social development
• employability.

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.
4 Assessment

4.1 Summary of assessment methods
The assessment for these qualifications will be through practical demonstration and assignments which will be externally set, internally assessed and externally verified. Please refer to the Assessment pack for these qualifications (see section 4.2)

City & Guilds provides the following assessments:
- Assignments - (EN-11-4863)

Time constraints
The following time constraints must be applied to the assessment of these qualifications:
- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

4.2 Assignments
A separate Assessment Pack is available for these qualifications www.cityandguilds.com or EN 11-4863

4.3 Recording forms
Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of Recording forms including examples of completed forms, for new and existing centres to use as appropriate.

Recording forms are available on the City & Guilds website http://www.cityandguilds.com/42834.html.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4.4 Recognition of prior learning (RPL)
Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification.
- RPL is allowed and is also sector specific.
- Please refer to Appendix 1 “Relationships to other qualifications” which provides a mapping document to show how the units link to additional qualifications within the City & Guilds portfolio.
5 Units

Availability of units
The units for this these qualifications follow.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ).
www.accreditedqualifications.org.uk

Structure of units
The units in these qualifications are written in a standard format and comprise the following:
- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- Details of the relationship between the unit and relevant national occupational standards
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria.

Summary of units

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Mandatory/optional for full qualification</th>
<th>Credits</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>H/601/1067</td>
<td>108</td>
<td>Participating in sport</td>
<td>Mandatory</td>
<td>6</td>
<td>54</td>
</tr>
<tr>
<td>Y/601/1082</td>
<td>109</td>
<td>Working safely in sport and active leisure</td>
<td>Mandatory</td>
<td>3</td>
<td>30</td>
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<tr>
<td>Y/600/1734</td>
<td>214</td>
<td>Understanding the active leisure and learning sector (level 2)</td>
<td>Mandatory</td>
<td>2</td>
<td>15</td>
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<tr>
<td>L/601/0172</td>
<td>110</td>
<td>Leading a healthy lifestyle</td>
<td>Optional</td>
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<td>16</td>
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<tr>
<td>J/601/1093</td>
<td>111</td>
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<td>21</td>
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<td>112</td>
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<td>Safeguarding and protecting children and young people in sport and active leisure (level 2)</td>
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<td>10</td>
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<tr>
<td>M/601/7700</td>
<td>226</td>
<td>People skills in sport and active leisure (level 2)</td>
<td>Optional</td>
<td>3</td>
<td>24</td>
</tr>
</tbody>
</table>
Unit 108 Participating in sport

Level: 1

Credit value: 6

Unit aim
This unit enables learners to experience actively participating in a range of sporting activities and roles. Learners will be able to develop their physical skills and their knowledge of the rules and regulations of sporting activities as well as understand some of the reasons for participation in sport.

Learning outcomes
There are three outcomes to this unit. The learner will:
108.1: Know how to prepare to participate in sport
108.2: Be able to participate in a range of sporting activities
108.3: Be able to review participation in practical sports

Guided learning hours
It is recommended that 54 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the Level 1 NOS C11 – Help to provide equipment for activities

Assessment and grading
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 108 Participating in sport
108.1 Know how to prepare to participate in sport

Underpinning knowledge
The learner can:
1. outline reasons for participating in sport
2. identify the main characteristics of sport
3. list the main categories of sport
4. identify national, regional and local venues/facilities for participating in sport.

Range

Reasons
Improvement in health and fitness levels, weight control and loss, opportunity to develop new physical skills, develop existing physical skills, enjoyment, competition, relax, social benefits, psychological benefits

Main characteristics
Competitive, organised/structured, rules, laws and regulations, conventions, skill and physical ability, fitness

Main categories
Team and individual sports, indoor and outdoor sports, invasion sports/games, motor, air, water, track and field (athletics) sports, adventure/extreme sports, combat/martial sports, target sports, winter and summer

Venues/facilities
Public, Commercial, Voluntary/Third sector facilities and clubs, Education sector (e.g. schools, colleges and universities), Leisure sector (e.g. leisure centres, health clubs and gyms), Youth clubs/church groups, national, regional and local centres of excellence (e.g. English Institute of Sport), professional clubs, national stadiums (Wembley, Lords)
Unit 108 Participating in sport
108.2 Be able to participate in a range of sporting activities

Practical skills
The learner can:
1. actively participate in individual sporting activities
2. actively participate in team sports and activities

Underpinning knowledge
The learner can:
1. outline the skills and techniques for a range of sports
2. identify the equipment and resources required for a range of sports
3. identify the essential rules and regulations for a range of sports.

Range

Individual sporting activities
Swimming, diving, track athletic events (sprinting, middle/long-distance), field athletic events (high, long and triple-jump, hammer, discus and javelin), badminton, squash, tennis, table-tennis, fencing, martial arts, boxing, golf, ice skating, dance, gymnastics, equestrian, cycling, outdoor adventure activities, weight training/lifting, skateboarding

Team sports
Rugby union, rugby league, association football, Gaelic football, hockey, netball, lacrosse, cricket, handball, basketball, korfball, rounders, baseball, softball, volleyball, boccia, goal-ball

Range
Individual and team
Unit 108 Participating in sport
108.3 Be able to review participation in practical sports

Practical skills
The learner can:
1. review participation over time in individual and team sporting activities

Underpinning knowledge
The learner can:
1. identify strengths demonstrated in a range of sports
2. identify the areas for development in a range of sports
3. describe strategies that can be employed to improve practical performance in sport.

Range

Strengths
Personal and team

Range
Individual and team

Areas for development
Personal and team

Strategies
Practice, observe other performers, formal coaching, join a team or club, develop fitness levels, set, monitor and review personal targets
Unit 109  Working safely in sport and active leisure

Level: 1

Credit value: 3

Unit aim
This unit introduces learners to the cleaning, maintaining, setting up/taking down equipment and assisting in emergency situations. The unit will enable learners to undertake basic tasks within a sports facility. Must have access to facilities for cleaning, setting up/taking down equipment and routine operation.

Learning outcomes
There are four outcomes to this unit. The learner will:
109.1: Know basic health and safety guidelines in the workplace
109.2: Know how to prepare to clean and tidy facilities
109.3: Be able to assist in setting up and take down equipment safely in a facility
109.4: Know the requirements for the safe evacuation from a sports facility

Guided learning hours
It is recommended that 30 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the Level 1 NOS:
- C11 – Help to provide equipment for activities
- C21 – Help to maintain facility areas
- C260 – Help to maintain activity equipment

Assessment and grading
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 109   Working safely in sport and active leisure
109.1   Know basic health and safety guidelines in the workplace

Underpinning knowledge
The learner can:
1. identify sources of health and safety information in the workplace.
2. describe the main reasons for health and safety laws for the workplace
3. describe the main health and safety responsibilities of staff who work in the sport and active leisure industry
4. describe safety precautions to be taken when working with hazards.

Range

Information
Staff handbook, risk assessments, normal operating procedures, emergency action plans, safety notices, warning signs, labels on equipment, chemical containers, supervisors and senior staff

Reasons for health and safety laws
Provide safe place of work for staff, reduce accidents, provide good welfare facilities, safe place to play (for public, coaches, instructors, officials) safe place to visit (for spectators, parents, carers, friends, family)

Responsibilities of staff
Cooperate with other staff, act on instructions from employer, look after self and others, take precautions when there are hazards, follow safety advice, do not tamper with safety equipment, report any damage or faults to facilities and equipment, follow incident and accident procedures

Safety precautions (Hazards)
Direct supervision, follow instructions, wear protective equipment, be aware of others who may be affected, use safety signage, barrier off area, report immediately when job is finished or when a problem arises.
Unit 109  Working safely in sport and active leisure
109.2  Know how to prepare to clean and tidy facilities

Practical skills
The learner can:
1. identify factors to consider before beginning cleaning tasks
2. identify cleaning methods for specific areas of sport and active leisure facility
3. identify safety precautions to consider before carrying out cleaning tasks.

Range

Factors
Self (e.g. PPE), resources/equipment, area, supervision

Specific areas
Wet area, dry area, outdoor

Safety precautions (cleaning)
Signage, secure the area, unplug electrical equipment, PPE.
Unit 109  Working safely in sport and active leisure
109.3  Be able to assist in setting up and take down equipment safely in a facility

Practical skills
The learner can:
1. carry out safety checks to equipment
2. set up and take down equipment safely in a sports facility
3. identify sources of information about the setting up and taking down of equipment
4. identify the importance of safety checks before and after use
5. describe recommendations for the safe storage of sporting equipment.

Range

Sources of information
Supplier's instructions, normal operating procedures, National Governing Bodies guidelines, risk assessments, colleagues, supervisors, coaches, trainers, leaders
Unit 109  Working safely in sport and active leisure

109.4 Know the requirements for the safe evacuation from a sports facility

**Underpinning knowledge**

The learner can:

1. identify **situations** that may require evacuation of the building
2. identify the procedures for dealing with emergency evacuation from the facility
3. state the **safety checks** that must be carried out to ensure safe egress from the building
4. describe the **different responsibilities** of **staff** in the event of evacuation.

**Range**

**Situations**

Drills, fire, bomb, gas leaks, power failures, structure failures, terrorist, advised by emergency services, public disorder

**Safety checks**

Ease of operation of fire exits, escape routes clear, assembly points clear, adequate lighting, signage, adequate extinguishers, first-aid equipment

**Different responsibilities**

Follow evacuation procedure, ensuring clearance of areas under responsibility, checking register/visitor book

**Staff**

Operational assistants, managers, senior staff
Unit 214 Understanding the active leisure and learning sector

Level: 2
Credit value: 2

Unit aim
This unit covers the knowledge that employees in the Active Leisure and Learning sector require concerning:

- the Active Leisure and Learning Sector
- the subsectors that make up Active Leisure and Learning
- information about the subsector in which the learner works
- career opportunities

Learning outcomes
There are three outcomes to this unit. The learner will be able to:

214.1: Know the key features of the Active Leisure and Learning sector
214.2: Know the key features of the Active Leisure and Learning subsector in which they work
214.3: Know employment and career opportunities in the Active Leisure and Learning subsector in which they work

Guided learning hours
It is recommended that 15 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and other qualifications
This unit also sits within the 4835-02 Level 2 Award in Employment Awareness in Active Leisure and Learning

Assessment and grading
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 214  Understanding the active leisure and learning sector

214.1 Know the key features of the Active Leisure and Learning sector

**Underpinning knowledge**
The learner can:
1. describe the **size and scope** of the active leisure and learning sector
2. describe the **contribution** to society of the active leisure and learning sector
3. outline the **role** of the sector skills council for the active leisure and learning sector
4. identify the main **subsectors** within the Active Leisure and Learning sector.

**Range**

**Size and scope**
Number of facilities, number of customers (participants, spectators), number of employees (full, part-time, seasonal and volunteers), number and range of sport and leisure opportunities

**Contribution**
Social, health, financial

**Role**
To represent the sub-sectors of the Active Leisure and Learning Industry, National Occupational Standards (NOS), qualifications and training, career guidance, professional development

**Subsectors**
Sport and recreation, health and fitness, playwork, the outdoors, caravans
Unit 214  Understanding the active leisure and learning sector

214.2 Know the key features of the Active Leisure and Learning subsector in which they work

Underpinning knowledge
The learner can:
1. describe the composition of their subsector in terms of public, private and voluntary organisations
2. identify the size of their subsector in terms of employment and participation
3. outline the essential principles, values or codes of practice in their subsector
4. identify the roles of key organisations in their subsector, including any representative and regulatory bodies, trade unions and trade associations.

Range

Key organisations
Consumer groups, professional bodies, user groups, service providers (public, private, voluntary)
Unit 214  Understanding the active leisure and learning sector

214.3  Know employment and career opportunities in the Active Leisure and Learning subsector in which they work

Underpinning knowledge
The learner can:
1. identify **sources of information** on career progression, training and education
2. identify the main job roles within their subsector
3. identify potential career **pathways** in their subsector
4. identify the **key factors** that help people progress in their careers in the subsector
5. outline how people can transfer from one subsector to another.

Range

Sources of information
Awarding bodies, careers advisors, Connexions, HR/Personnel department, Internet, professional bodies, line manager, journals, trade magazines, Sector Skills Council (SkillsActive)

Pathways
Subsector specific, supervisory, management

Key factors
Personal qualities/development, work experience
Unit 110  Leading a healthy lifestyle

Level: 1

Credit value: 2

Unit aim
This unit introduces the learner to the benefits of a healthy lifestyle and the factors that affect health. It also looks at the requirements of a balanced healthy diet and introduces the candidate to the physical and psychological benefits of exercise.

Learning outcomes
There are three outcomes to this unit. The learner will be able to:
110.1: Understand the principles of a healthy lifestyle
110.2: Understand the principles of a healthy diet
110.3: Understand the benefits of exercise

Guided learning hours
It is recommended that 16 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the NOS:
- D451 - Plan and prepare gym-based exercise
- D457 - Plan health related exercise and physical activity for children

Assessment and grading
This unit will be assessed by an assignment which is externally set and internally marked.
Underpinning knowledge
The learner can:
1. identify factors which affect health
2. describe how lifestyle choices affect health
3. outline the benefits of following a healthy lifestyle.

Range

Factors
Physical condition, psychological condition, physique, age, diet, level of exercise, type of employment, social environment

Choices
Alcohol intake, smoking, drug-use, sleep, work life balance, activity levels, nutrition

Benefits
Ability to perform, mental wellbeing, improve/maintain physical condition, reduction in illness and disease, longer life expectancy
**Unit 110**

**Leading a healthy lifestyle**

**110.2**

Understand the principles of a healthy diet

**Underpinning knowledge**

The learner can:

1. list the **components** of a healthy balanced diet
2. identify **food sources** for each component
3. outline the **benefits** of a healthy diet
4. identify current **initiatives** aimed at promoting a healthy diet.

**Range**

**Components**

Carbohydrates, proteins, fats, vitamins, minerals, fibre, water

**Food sources**

Breads, other cereals and potatoes, meat, fish and alternatives, milk and dairy foods, fruit and vegetables, foods containing fat, foods containing sugar

**Benefits**

Increase and maintain energy levels, ability to participate in activity, mental wellbeing, improve/maintain physical condition, reduction in illness and disease, longer life expectancy

**Initiatives**

National and local
Unit 110  Leading a healthy lifestyle
110.3  Understand the benefits of exercise

Underpinning knowledge
The learner can:
1. identify the physical benefits of exercise
2. identify the psychological benefits of exercise.

Range

Physical benefits
*Increase/maintain:* energy, strength, cardiovascular fitness, lean muscle tissue, mobility  
*Improve:* posture  
*Decrease:* risk of cardiovascular disease, body fat, risk of injury,

Psychological benefits
*Increase:* self-esteem, motivation, mental focus, wellbeing  
*Decrease:* stress levels, risk of depression
Unit 111 Recognising opportunities for participating in leisure

Level: 1

Credit value: 2

Unit aim
This unit introduces learners to 'leisure'. Learners will explore the definition, types, and characteristics of leisure activities as well as investigate the venues, facilities and costs of a range of different leisure activities.

The unit will also encourage learners to discuss the different reasons/motivations for participating in leisure activities as well as to uncover the benefits of leisure to individuals.

Learning outcomes
There are three outcomes to this unit. The learner will be able to:
111.1: Know the types (features) of leisure activities available
111.2: Know the reasons for participation in leisure activities
111.3: Know where to participate in different leisure activities

Guided learning hours
It is recommended that 21 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the Level 1 NOS:
- D41 – Help to plan and prepare a session
- D42 – Lead an activity within a session

Assessment and grading
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 111 Recognising opportunities for participating in leisure

111.1 Know the types (*features*) of leisure activities available

**Underpinning knowledge**
The learner can:
1. define leisure
2. identify the *characteristics* of leisure
3. outline *types* of leisure activities.

**Range**

**Characteristics**
Fun, enjoyment, pleasure, free-choice/chosen by participant, free-time/outside of work time

**Types**
*Active*: Sport, OAA, walking, cycling, running, gym/keep fit, gardening
*Passive*: TV, video, cinema/film, computer games, reading
*Cultural*: museums, music, theatre, art, travel
*Social*: public houses, clubs, restaurant/eating out or in, crafts/hobbies
Unit 111 Recognising opportunities for leisure
111.2 Know the reasons for participation in leisure activities

Underpinning knowledge
The learner can:
1. outline the reasons for participating in leisure activities
2. outline the benefits of participating in active leisure.

Range

Reasons
Fun, enjoyment, pleasure, relaxation, social (meet friends, part of a group), develop skills, psychological benefits (build confidence), reduce stress of work/life, independence, have new experiences

Benefits
Improvements in fitness, health, weight loss, improved self esteem, social (meeting friends, enjoying success), psychological (increased motivation, confidence)
Unit 111 Recognising opportunities for leisure
111.3 Know where to participate in different leisure activities

Underpinning knowledge
The learner can:
1. identify venues/facilities for participating in leisure activities
2. outline local/regional venues or facilities for participating in different types of leisure activities
3. outline national venues or facilities for participating in different types of leisure activities
4. indicate the financial costs involved in participating in different types of leisure activities.

Range

Venues/facilities
Local, regional, national

Types
Active, passive, cultural, social
Unit 112  Components and function of the body in physical activity

Level: 1

Credit value: 4

Unit aim
The aim of this unit is to introduce the learner to the basic systems of the body and how they work. The unit will allow learners to explore human movement and the benefits to individuals who partake in physical activity.

Learning outcomes
There are seven outcomes to this unit. The learner will be able to:
112.1: Understand the components of physical fitness
112.2: Know the basic functions of the skeleton and the major bones involved in movement
112.3: Know different joints and joint movements within the human body
112.4: Know the basic function of the muscular system and the location of major muscles
112.5: Know the basic function of the cardiovascular system (CV)
112.6: Understand the basic energy systems energy systems
112.7: Know the short and long term responses to exercise

Guided learning hours
It is recommended that 31 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to part of the NOS:
- D451 - Plan and prepare gym-based exercise
- D457 - Plan health related exercise and physical activity for children

Assessment and grading
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 112  Components and function of the body in physical activity

112.1  Understand the components of physical fitness

Underpinning knowledge
The learner can:
1.  list the components of physical fitness
2.  identify the relevance of the components to sporting activities.

Range

Components of physical fitness
*Aerobic* – speed, endurance
*Muscular* – strength, endurance, power
*Flexibility* – range of movement
*Motor Skills* – balance, agility
Unit 112 Components and function of the body in physical activity

112.2 Know the basic functions of the skeleton and the major bones involved in movement

Underpinning knowledge
The learner can:
1. list the functions of the skeleton
2. list the types of bone in the skeleton
3. identify the location and names of bones.

Range

Functions
Shape, storage, protection, movement, production

Types of bone
Long, short, irregular, flat, sesmoid

Location and names
Skull/cranium, spine/vertebrae, chest/sternum-rib, shoulder blade/scapula, collar bone/clavicle, upper arm/humerus, lower arm/radius and Ulna, hip bones, thigh/femur, calf/tibia and fibula
Unit 112 Components and function of the body in physical activity

112.3 Know different joints and joint movements within the human body

Underpinning knowledge
The learner can:
1. list the three types of joint
2. list the different synovial joints
3. list types of joint movements.

Range

Joint
Fixed, slightly moveable, freely moveable (synovial)

Synovial joints
Ball and socket, hinge, saddle, ellipsoid (condyloid), gliding, pivot

Joint movements
Flexion, extension, circumduction, rotation, elevation, depression, protraction, retraction, abduction, adduction
Unit 112  Components and function of the body in physical activity

112.4 Know the basic function of the muscular system and the location of major muscles

Underpinning knowledge
The learner can:
1. list types of muscles
2. list the functions of muscles
3. list the name and location of the skeletal muscles in the body.

Range

Types
Smooth, cardiac, skeletal

Functions
Movement, passage of blood, digestive processes, energy storage and production,

Skeletal muscles (and location)
Deltoids (shoulders), trapezius (upper back), pectorals (chest), abdominals (stomach), Latissimus Dorsi (back), erector spinae (spine), biceps (front of upper arm), triceps (back of upper arm), gluteus maximus (buttocks), quadriceps (front of thigh), hamstrings (back of thigh), gastrocnemius (calf).
Unit 112 Components and function of the body in physical activity

112.5 Know the basic function of the cardiovascular system (CV)

Underpinning knowledge
The learner can:
1. identify and locate the major organs that make up the cv system
2. list the different types of blood vessels
3. describe the passage of blood through the body.

Range

Major organs
Heart, lungs

Blood vessels
Arteries, veins, capillaries

Passage of blood
Deoxygenated blood in veins to heart, to lungs, back to heart, through arteries to rest of body
Unit 112 Components and function of the body in physical activity

112.6 Understand the basic energy systems

Underpinning knowledge
The learner can:
1. list the energy systems
2. describe each of the energy systems
3. identify the sporting activities mainly associated with each energy system.

Range

Energy systems
Creatine phosphate, lactate system, aerobic system

Sporting activities
Individual and team
Underpinning knowledge
The learner can:
1. list short term responses to exercise
2. list long term responses to exercise
3. identify the benefits of physical activity.

Range

Short term
Heart rate, breathing rate, blood pressure, skin temperature, muscle pliability.

Long term
Resting heart rate, blood pressure, body statistics, muscle cross section, bone strength, connective tissue, process oxygen,

Benefits
Physical benefits
Increase/maintain: energy, strength, cardiovascular fitness, lean muscle tissue, mobility
Improve: posture
Decrease: risk of cardiovascular disease, body fat, risk of injury

Psychological benefits
Increase: self-esteem, motivation, mental focus, wellbeing
Decrease: stress levels, risk of depression
Unit 113  Assist in the planning, delivery and evaluation of sporting activities

Level:  1

Credit value:  3

Unit aim
The unit introduces learners to the roles and principles of planning, delivery and evaluating sporting activities and enables them to assist in the planning, delivery and evaluation of sporting activities.

Learning outcomes
There are three outcomes to this unit. The learner will:
113.1:  Be able to assist in producing a plan of a sport and leisure activity
113.2:  Be able to assist in the delivery of an activity
113.3:  Be able to review the delivery of a sporting activity

Guided learning hours
It is recommended that 28 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the NOS:
  •  C11 – Help to provide equipment for activities
  •  D15 – Help to give good levels of service to participants and customers
  •  D41 – Help to plan and prepare a session
  •  D42 – Lead an activity within a session

Assessment and grading
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 113  Assist in the planning, delivery and evaluation of sporting activities

113.1  Be able to assist in producing a plan of a sport and leisure activity

Practical skills
The learner can:
1. assist in producing a plan for a sport and leisure activity

Underpinning knowledge
The learner can:
1. list information required to plan an activity effectively
2. state the basic health, safety and security requirements in delivering sporting activities safely
3. state procedures for dealing with worn, damaged or missing equipment
4. state consequences of poorly planned activities
5. state circumstances/situation that may require a change to a plan of activity.

Range

Plan
Session details, basic aims and objectives, warm-up, main body (drills and skills), cool-down, evaluation

Information
Facilities, equipment, age and ability of participants, time available, aims and objectives, number of participants

Health, safety and security requirements
Appropriate skills and experience of leader, completed risk assessments, check of facilities, equipment and participants (clothing, footwear, jewellery), insurance, medical/first aid, contact details/personal information (medical), personal belongings, emergency telephone

Procedures
Remove from use, report, replace

Consequences
Injury, ineffective delivery, poor progress/development of participants, litigation, poor reputation, financial loss

Circumstances/situation
Facility related (too small/big), participant related (numbers, ability), equipment related (appropriate, quality), weather
Unit 113  Assist in the planning, delivery and evaluation of sport active leisure activities

113.2 Be able to assist in the delivery of an activity

Practical skills
The learner can:
1. prepare for the delivery of an activity
2. assist in the delivery of an activity
3. bring an activity to an end

Underpinning knowledge
The learner can:
1. give examples of warm-up activities
2. give examples of main-body activities, skills or drills
3. give examples of cool-down activities
4. describe the factors that contribute to effective delivery of sporting activities
5. describe actions that should be taken at the end of an activity to bring it to a satisfactory conclusion.

Range

Warm-up
Mobility, pulse-raisers, basic stretches to muscle groups, second pulse-raiser or mini-game activity

Main-body
Circuits, team games, multi skilled activities

Cool-down
Pulse decreased steadily, basic stretching to major muscle groups

Factors
Appropriate for level (coach and participants), organised, safe, effectively communicated, game-based, enjoyable, facilities, equipment

Actions
Participant de-brief/review/evaluation, equipment checked, equipment safely put away, participants and coaches egress facility safely
Unit 113 Assist in the planning, delivery and evaluation of sport active leisure activities

113.3 Be able to review the delivery of a sporting activity

Practical skills
The learner can:
1. review the delivery of a sporting activity

Underpinning knowledge
The learner can:
1. identify the importance of reviewing a sporting activity
2. identify sources of feedback
3. identify personal strengths in the delivery of a sporting activity
4. identify areas for personal development in the delivery of a sporting activity.

Range

Sources
Participants, colleagues, coaches, mentors, leaders, officials, parents/carers
Unit 114  Improving personal exercise and fitness

Level: 1

Credit value: 4

Unit aim
This unit introduces learners to exercise and fitness. The unit enables learners to identify the key reasons and benefits of active participation and prepares learners to participate safely in exercise and fitness activities as well as provide an introduction to exercise and fitness tests and activities available.

Learning outcomes
There are three outcomes to this unit. The learner will:
114.1: Know the considerations for taking part in exercise and fitness activities
114.2: Be able to participate in exercise and fitness activities designed to improve personal fitness
114.3: Be able to reflect on participation in exercise and fitness activities

Guided learning hours
It is recommended that 32 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the NOS:
- D451 - Plan and prepare gym-based exercise
- D457 - Plan health related exercise and physical activity for children

Assessment and grading
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 114  Improving personal exercise and fitness
114.1  Know the considerations for taking part in exercise and fitness activities

Underpinning knowledge
The learner can:
1. outline the main reasons for participating in exercise and fitness
2. identify venues/facilities for participating in exercise and fitness
3. identify health & safety requirements of participation in exercise & fitness
4. identify the different components of physical fitness
5. identify common fitness tests.

Range

Main reasons
Improvement in health and fitness levels, weight control and loss, opportunity to develop new physical skills, develop existing physical skills, enjoyment, competition, relax, social benefits

Venues/facilities
Public, private, voluntary sector facilities and clubs, education sector (schools, colleges and universities), leisure sector (leisure centres, health clubs and gyms), national, regional and local centres of excellence (English Institute of Sport), professional clubs

Health and Safety requirements
Activity readiness questionnaires, medical histories, fitness assessments, relevant activities, well maintained facilities and equipment, appropriate clothing, effective induction(s) to exercises and equipment, warming-up, cooling down

Components of physical fitness
Speed, strength, muscular endurance, power, aerobic endurance, flexibility, body composition

Common fitness tests:
Multi-stage fitness test, grip-strength, sit and reach, dynamometer, stick-drop, skin-fold callipers, VO2 Max/Lung volume, Illinois Agility Test, vertical jump, step-test, press-up test, sit-up, 1-Rep max, Wingate test, sprint tests
Unit 114 Improving personal exercise and fitness
114.2 Be able to participate in exercise and fitness activities designed to improve personal fitness

Practical skills
The learner can:
1. participate in personal fitness testing
2. record results from personal fitness testing
3. actively participate in exercise & fitness activities to improve own fitness levels.

Underpinning knowledge
The learner can:
1. identify the main components of a fitness session
2. outline the main purpose for warming up and cooling down.

Range

Fitness testing
Multi-stage fitness test, grip-strength dynamometer, stick-drop, VO2 Max/Lung volume, Illinois Agility Test, vertical jump, step-test, press-up test, sit-up, 1-Rep max, Wingate test, sprint tests

Main purpose
Warm-up – prepare for exercise physiological and psychological, prevent injuries, raise pulse rate, increase body temperature, stretch muscles, mobilise joints
Cool-down – remove lactic acid, stretching, reduce heart rate steadily, reduce muscle soreness, enhance recovery from exercise
Unit 114  
114.3  
**Improving personal exercise and fitness**  
Be able to reflect on participation in exercise and fitness activities

**Practical skills**  
The learner can:  
1. review personal fitness testing results over time.

**Underpinning knowledge**  
The learner can:  
1. identify personal benefits and/or effectiveness of following a fitness programme.

**Range**

**Benefits and/or effectiveness**  
Improvements in fitness, health, weight loss, improved self esteem, social, mental
Unit 202  Safeguarding and protecting children and young people in sport and active leisure

Level: 2
Credit value: 1

Unit aim
This unit is designed to provide the essential knowledge and understanding for those working with children and young people in sporting environments and is aimed at coaches, recreational assistants, exercise and fitness instructors, personal trainers, sports leaders etc.

Learning outcomes
There are four outcomes to this unit. The learner will be able to:
202.1: Know the foundations of safeguarding and protecting children and young people
202.2: Understand how to implement key principles of safeguarding children and young people in sport and active leisure
202.3: Understand how to recognise indicators of abuse and neglect
202.4: Understand how to respond to reports or suspicion of child abuse and neglect

Guided learning hours
It is recommended that 10 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the Level 2 NOS:
- C22 - Promote safety in the sport and activity environment
- C36 - Support the protection of children from abuse

Assessment and grading
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 202  Safeguarding and protecting children and young people in sport and active leisure

202.1 Know the foundations of safeguarding and protecting children and young people

Underpinning knowledge

The learner can:
1. describe what is meant by safeguarding, protecting and promoting the welfare of children
2. identify the principles that underpin work to safeguard and protect children and young people in sport and active leisure
3. describe what constitutes good working practice for the safeguarding and protecting of children and young people in sport and active leisure.

Range

Principles

- Children and young people have a right to enjoy sport, free from all forms of abuse and exploitation.
- All children and young people have equal rights to protection from harm.
- All children and young people should be encouraged to fulfil their potential and inequalities should be challenged.
- Everybody has a responsibility to support the care and protection of children.
- Sporting organisations have a duty of care to children and young people who take part in sport

Good working practice

- Putting the welfare of performers first
- Treating everyone fairly
- Working in an open environment
- Maintaining a safe distance from performers and refraining from intimacy (including sharing a room)
- Avoid spending time alone with children away from others – never offer a child a lift home
- Building coaching relationships based on trust
- Promoting fair play
- Being an excellent role model
- Involving parents or carers
- Giving enthusiastic feedback and avoiding negative criticism
Unit 202  Safeguarding and protecting children and young people in sport and active leisure

202.2 Understand how to implement key principles of safeguarding children and young people in sport and active leisure

Underpinning knowledge
The learner can:
1. describe how to communicate effectively with children and young people
2. describe how to establish rapport and respectful relationships with children, young people, their families and carers
3. explain the importance of demonstrating fair play in sport and active leisure
4. describe how to ensure all children and young people are treated fairly in sport and active leisure
5. describe how to implement duty of care in the safeguarding of children and young people.

Range

Duty of care
- Keeping up to date registers of attendance
- Keeping up to date records of contact details
- Maintaining appropriate supervision ratios
- Maintaining up to date information on specific medical conditions – allergies, asthma, epilepsy
- Ensuring that first aid provision is available at the venue
- Ensuring those responsible for supervising the children and young people have been subject to appropriate recruitment and selection processes
Underpinning knowledge
The learner can:
1. identify the different types of child abuse or neglect
2. identify the indicators of child abuse or neglect
3. explain how to be alert to potential indicators of child abuse or neglect
4. explain how to be alert to risks which individual abusers or potential abusers may pose to children.

Range

Types
Physical, emotional, neglect, sexual, bullying and harassment.

Indicators
Become withdrawn, develop low esteem and lack of confidence, develop behavioural (aggression), experience school related issues (loss of concentration, non-attendance), suffer depression, self-harm (in extreme circumstances can cause death), suffer injury, pain
Unit 202 Safeguarding and protecting children and young people in sport and active leisure

202.4 Understand how to respond to reports or suspicion of child abuse and neglect

Underpinning knowledge

The learner can:

1. describe what to do when concerned that a child may be being abused or that someone may pose a risk to a child or children generally
2. explain the importance of sharing information regarding child abuse and neglect
3. explain the importance of maintaining confidentiality in relation to child abuse and neglect
4. describe the procedure to respond to a report of child abuse and neglect
5. describe what to do when experiencing barriers to reporting child abuse and neglect.
6. identify organisational **policies** and **procedures** for safeguarding and protecting children and young people in sport and active leisure.

Range

**Policies**

Any organisation providing services or activities for children and young people under the age of 18 should have a child protection policy - a statement of intent that demonstrates a commitment to safeguard children involved in sport from harm

**Procedures**

Procedures provide clear step-by-step guidance on what to do in different circumstances. They clarify roles and responsibilities, and lines of communication, systems for recording information and for dealing with complaints are also needed, to ensure procedures are implemented and complied with
Unit 226  People skills in sport and active leisure

Level: 2

Credit value: 3

Unit aim
This unit enables learners to understand the importance of Working with others across the Sport and Active Leisure industry.

The unit explores personal presentation of self, appropriate conduct with customers, clients, team-mates and colleagues.

Learners will be able to identify the main factors that contribute to creating, positive working relationships in sport and active leisure.

Learning outcomes
There are three outcomes to this unit. The learner will:
226.1: Understand the importance of personal standards in sport and leisure
226.2: Be able to work with team-mates and colleagues
226.3: Be able to work with customers and clients

Guided learning hours
It is recommended that 24 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the following NOS:
- C312 - Develop customer relationships
- C32 - Give customers a positive impression of yourself and your organisation

Assessment and grading
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 226  People skills in sport and active leisure
226.1  Understand the importance of personal standards in sport and leisure

Underpinning knowledge
The learner can:
1. define the personal standards to be displayed in sport and leisure
2. outline the importance of the range of personal standards.

Range

Personal standards
Positive attitudes and behaviours, appearance, hygiene, appropriate conduct, communication, desire to meet and exceed expectations of others, time management, observing rules and boundaries, respect for self and others

Importance
Building relationships, role model, gain respect from others, improved perception, preparing for employment
Unit 226
People skills in sport and active leisure

226.2 Be able to work with team-mates and colleagues

Practical skills
The learner can:
1. communicate effectively with team-mates and colleagues
2. display positive attitudes and behaviours towards team-mates and colleagues.

Underpinning knowledge
The learner can:
1. outline factors which contribute to good working relationships
2. state how colleagues can assist one another
3. outline the importance of teamwork.

Range

Team-mates and colleagues
Coaches, other sport and leisure participants, staff employed in same role, team leaders, supervisors, mentors, managers, receptionists, cleaning staff

Factors
Positive behaviour, quick and effective response to feedback, patience, sense of humour, pleasant manner, self organisation, eye contact, respect for self and others and a willingness to co-operate, learn and work as a team

How
Advice, assistance, support, constructive feedback, sharing experience and ideas

Importance
Portray organisation in a positive way, effective and efficient delivery of services for customers and staff, safety, staff morale, encourages loyalty, improves performance, achieving targets
Unit 226  People skills in sport and active leisure
226.3  Be able to work with customers and clients

Practical skills
The learner can:
1. **communicate effectively** with participants and customers
2. display positive attitudes and behaviours towards customers and clients
3. respond to customer complaints appropriately.

Underpinning knowledge
The learner can:
1. identify different **methods of communication**
2. outline the **importance** of effective communication skills
3. state specific **situations** which would require assistance from a colleague
4. outline common **causes** of customer complaints.

Range

**Communicate effectively**
Body language, eye contact, listening, clear response, remembering names, consideration for languages and cultures, being polite, method of communication to suit customer need

**Methods of communication**
Visual, written, audio, demonstration

**Importance**
Building relationships, role model, gain respect from others, improved perception, preparing for employment, inclusive of others, achieving desired result

**Situations**
Situations beyond own level of knowledge and responsibility, aggressive and angry customers, accidents, injuries and emergencies, specific needs, non English-speaking customers

**Causes**
Poor customer service, products, facilities, equipment, advice, supervision, safety, cleanliness, behaviour of staff or other customers, noise, behaviour of children, price of products and services.
### Appendix 1  Relationships to other qualifications

**Links to other qualifications and frameworks**

City & Guilds has identified the connection of units to additional qualifications. The mapping below identifies where units can be RPL’d against other qualifications within the City & Guilds portfolio.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for RmPL.

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<tr>
<th>Unit No.</th>
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<td>Components and Function of the Body in Physical Activity</td>
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<td>Assist in planning, delivery and evaluation of sport and active leisure activities</td>
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<td>114</td>
<td>Improving personal exercise and fitness</td>
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Appendix 2  Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on www.cityandguilds.com.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:
- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:
- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The centre homepage section of the City & Guilds website also contains useful information such on such things as:
- Walled Garden
  Find out how to register and certificate candidates on line
- Qualifications and Credit Framework (QCF)
  Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- Events
  Contains dates and information on the latest Centre events
- Online assessment
  Contains information on how to register for GOLA assessments.
Useful contacts

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<tr>
<td></td>
<td>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></td>
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<tr>
<td>International learners</td>
<td>T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></td>
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<td>Single subject qualifications</td>
<td>T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></td>
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<td>Employer</td>
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If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com