

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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Qualification handbook for centres

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Qualification title	Number	QAN
Level 1 Award in Sport (QCF)	4863-11	500/9489/0
Level 1 Certificate in Sport (QCF)	4863-11	500/9829/9

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1 Introduction to the qualifications

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

Qualification title and level	City & Guilds qualification number	Qualification accreditation number	Last registration date	Last certification date
Level 1 Award in Sport (QCF)	4863-11	500/9489/0	30/06/2014	30/06/2015
Level 1 Certificate in Sport (QCF)	4863-11	500/9829/9	30/06/2014	30/06/2015

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.

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
H/601/1067	Unit 108	Participating in sport	Mandatory	6
Y/601/1082	Unit 109	Working safely in sport and active leisure	Mandatory	3
Y/600/1734	Unit 214	Understanding the active leisure and learning sector (level 2)	Mandatory	2
L/601/0172	Unit 110	Leading a healthy lifestyle	Optional	2
J/601/1093	Unit 111	Recognising opportunities for participating in leisure	Optional	2
K/601/0177	Unit 112	Components and function of the body in physical activity	Optional	4
K/601/1068	Unit 113	Assist in the planning, delivery and evaluation of sporting activities	Optional	3
A/601/1091	Unit 114	Improving personal exercise and fitness	Optional	4
D/601/8230	Unit 202	Safeguarding and protecting children and young people in sport and active leisure (level 2)	Optional	1
M/601/7700	Unit 226	People skills in sport and active leisure (level 2)	Optional	3

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:

Description	How to access
fast track approval forms/generic approval form	www.cityandguilds.com
Assessment pack for centres	www.cityandguilds.com or Publications sales (EN-11-4863)

1.4 City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about City & Guilds qualifications. It contains qualification documentation and updates.
Walled Garden	www.walled-garden.com	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

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 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

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credits	GLH
H/601/1067	108	Participating in sport	Mandatory	6	54
Y/601/1082	109	Working safely in sport and active leisure	Mandatory	3	30
Y/600/1734	214	Understanding the active leisure and learning sector (level 2)	Mandatory	2	15
L/601/0172	110	Leading a healthy lifestyle	Optional	2	16
J/601/1093	111	Recognising opportunities for participating in leisure	Optional	2	21
K/601/0177	112	Components and function of the body in physical activity	Optional	4	31
K/601/1068	113	Assist in the planning, delivery and evaluation of sporting activities	Optional	3	28
A/601/1091	114	Improving personal exercise and fitness	Optional	4	32
D/601/8230	202	Safeguarding and protecting children and young people in sport and active leisure (level 2)	Optional	1	10
M/601/7700	226	People skills in sport and active leisure (level 2)	Optional	3	24

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

108.1

Participating in sport

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

108.2

Participating in sport

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, korfbal, rounders, baseball, softball, volleyball, boccia, goal-ball

Range

Individual and team

Unit 108

108.3

Participating in sport

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

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

109.1

Working safely in sport and active leisure

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

109.2

Working safely in sport and active leisure

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

109.3

Working safely in sport and active leisure

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

109.4

Working safely in sport and active leisure

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

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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.

Unit 110

110.1

Leading a healthy lifestyle

Understand the principles of a healthy lifestyle

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

110.2

Leading a healthy lifestyle

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

110.3

Leading a healthy lifestyle

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

111.2

Recognising opportunities for leisure

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

111.3

Recognising opportunities for leisure

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

Unit 112

Components and function of the body in physical activity

112.7

Know the short and long term responses to exercise

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
6. 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

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

114.1

Improving personal exercise and fitness

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

114.2

Improving personal exercise and fitness

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

Unit 202

Safeguarding and protecting children and young people in sport and active leisure

202.3

Understand how to recognise indicators of abuse and neglect

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

City & Guilds

Skills for a brighter future



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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

226.1

People skills in sport and active leisure

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

226.2

People skills in sport and active leisure

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

226.3

People skills in sport and active leisure

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.

		SPORT							
		LEVEL 1		LEVEL 2			LEVEL 3		
Unit No.	Unit title	4863-11 Level 1 Award in Sport	4863-11 Level 1 Certificate in Sport	4863-23 Level 2 Award in Sport	4863-23 Level 2 Certificate in Sport	4863-23 Level 2 Diploma in Sport	4863-33 Level 3 Award in Sport	4863-33 Level 3 Certificate in Sport	4863-33 Level 3 Diploma in Sport
108	Taking part in sport	M	M						
109	Working safely in sport and active leisure	M	M						
214	Understanding the Active Leisure and Learning Sector (Level 2)	M	M	M	M	M			
110	Leading a healthy lifestyle		O						
111	Recognising opportunities for leisure		O						
112	Components and Function of the Body in Physical Activity		O						
113	Assist in planning, delivery and evaluation of sport and active leisure activities		O						
114	Improving personal exercise and fitness		O						
202	Safeguarding and Protecting Children and young People in Sport and Active Leisure (Level 2)		O		M	M		M	M
226	People Skills in sport and active leisure (Level 2)		O						

		INCREASING PARTICIPATION IN SPORT & ACTIVE LEISURE IN COMMUNITY SETTINGS						EMPLOYMENT AWARENESS IN ACTIVE LEISURE & LEARNING
		LEVEL 2			LEVEL 3			LEVEL 2
Unit No.	Unit title	4863-26 Level 2 Award	4863-26 Level 2 Certificate	4863-26 Level 2 Diploma	4863-36 Level 3 Award	4863-36 Level 3 Certificate	4863-36 Level 3 Diploma	4835-02 Level 2 Award
108	Taking part in sport							
109	Working safely in sport and active leisure							
214	Understanding the Active Leisure and Learning Sector (Level 2)		O	O				M
110	Leading a healthy lifestyle							
111	Recognising opportunities for leisure							
112	Components and Function of the Body in Physical Activity							
113	Assist in planning, delivery and evaluation of sport and active leisure activities							
114	Improving personal exercise and fitness							
202	Safeguarding and Protecting Children and young People in Sport and Active Leisure (Level 2)		M	M		M	M	
226	People Skills in sport and active leisure (Level 2)		O	O				

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.

City & Guilds

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Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)844 543 000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: **feedbackandcomplaints@cityandguilds.com**

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