About City & Guilds
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City & Guilds Group
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## Level 2 Award, Certificate & Diploma in Sport (4863-23)

### Qualification handbook for centres

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Award in Sport</td>
<td>500/9619/9</td>
</tr>
<tr>
<td>Level 2 Certificate in Sport</td>
<td>500/9728/3</td>
</tr>
<tr>
<td>Level 2 Diploma in Sport</td>
<td>500/9667/9</td>
</tr>
</tbody>
</table>

### Version and date

<table>
<thead>
<tr>
<th>Version and date</th>
<th>Change detail</th>
<th>Section</th>
</tr>
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<tbody>
<tr>
<td>1.1 Aug 2014</td>
<td>Added Test specifications</td>
<td>Assessment</td>
</tr>
<tr>
<td>1.2 Nov 2015</td>
<td>Added range items in unit 215</td>
<td>Units</td>
</tr>
<tr>
<td>1.3 Nov 2017</td>
<td>Added TQT and GLH details</td>
<td>Qualification at a Glance, Structure</td>
</tr>
<tr>
<td></td>
<td>Deleted QCF</td>
<td>Throughout</td>
</tr>
</tbody>
</table>
City & Guilds
Believe you can

www.cityandguilds.com
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1 Introduction to the qualifications

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

<table>
<thead>
<tr>
<th>Qualification title and level</th>
<th>City &amp; Guilds qualification number</th>
<th>Qualification accreditation number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Award in Sport</td>
<td>4863-23</td>
<td>500/9619/9</td>
</tr>
<tr>
<td>Level 2 Certificate in Sport</td>
<td>4863-23</td>
<td>500/9728/3</td>
</tr>
<tr>
<td>Level 2 Diploma in Sport</td>
<td>4863-23</td>
<td>500/9667/9</td>
</tr>
</tbody>
</table>

The Level 2 Award, Certificate and Diploma in Sport 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 for those who are working or who wish to work in the Sport and Active Leisure industry. These qualifications develop the knowledge required for health and safety, anatomy and physiology, factors affecting participation in Sport and Active Leisure, safeguarding and protecting children and young people in sport and also involves practical elements to participation in sport such as physical preparation and technical and tactical requirements for sports performance.

These qualifications are aimed at those preparing to embark on a career in the sport and leisure industry, or wish 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 2 Award, Certificate and Diploma in Sport have been designed by City & Guilds in order to:
- replace the City and Guilds Level 2 Diploma in Sport and Leisure (6971-02)
- allow candidates from 14+ 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 Apprenticeship Frameworks in Activity Leadership and Operational Services
- 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/Higher Diploma in Sport & Active Leisure. It has been designed to:
- complement principal learning within the Foundation/Higher 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/Advanced 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 2 Award in Sport (4863-23), learners must achieve 11 credits from the 3 mandatory units (203, 204, and 214).

To achieve the Level 2 Certificate in Sport (4863-23), learners must achieve 12 credits from the 4 mandatory units (203, 204, 214, and 202) and a minimum of 16 credits from the optional units available.

To achieve the Level 2 Diploma in Sport (4863-23), learners must achieve 12 credits from the 4 mandatory units (203, 204, 214, and 202) and a minimum of 25 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>F/601/4361</td>
<td>Unit 203</td>
<td>Health, safety and welfare in sport and active leisure</td>
<td>Mandatory</td>
<td>3</td>
</tr>
<tr>
<td>D/601/4629</td>
<td>Unit 204</td>
<td>Participating in sport</td>
<td>Mandatory</td>
<td>6</td>
</tr>
<tr>
<td>Y/600/1734</td>
<td>Unit 214</td>
<td>Understanding the active leisure and learning sector</td>
<td>Mandatory</td>
<td>2</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</td>
<td>Mandatory</td>
<td>1</td>
</tr>
<tr>
<td>R/601/4403</td>
<td>Unit 205</td>
<td>Sport facility operations</td>
<td>Optional</td>
<td>4</td>
</tr>
<tr>
<td>M/601/4330</td>
<td>Unit 206</td>
<td>Injuries in sport</td>
<td>Optional</td>
<td>3</td>
</tr>
<tr>
<td>M/601/4344</td>
<td>Unit 207</td>
<td>Factors affecting participation in sport and physical activity</td>
<td>Optional</td>
<td>3</td>
</tr>
</tbody>
</table>
### Unit Descriptions

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit No.</th>
<th>Title</th>
<th>Type</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/601/4346</td>
<td>Unit 208</td>
<td>Sport as a business</td>
<td>Optional</td>
<td>4</td>
</tr>
<tr>
<td>A/601/4671</td>
<td>Unit 209</td>
<td>Sport and society</td>
<td>Optional</td>
<td>5</td>
</tr>
<tr>
<td>K/601/4679</td>
<td>Unit 210</td>
<td>Leading a healthy lifestyle</td>
<td>Optional</td>
<td>4</td>
</tr>
<tr>
<td>H/601/4731</td>
<td>Unit 211</td>
<td>Plan, deliver and evaluate sport and leisure activities</td>
<td>Optional</td>
<td>4</td>
</tr>
<tr>
<td>K/601/1300</td>
<td>Unit 212</td>
<td>Physical preparation for sports performance</td>
<td>Optional</td>
<td>4</td>
</tr>
<tr>
<td>T/601/1171</td>
<td>Unit 213</td>
<td>Technical and tactical requirements for sport performance</td>
<td>Optional</td>
<td>4</td>
</tr>
<tr>
<td>H/600/9013</td>
<td>Unit 215</td>
<td>Anatomy and physiology for exercise</td>
<td>Optional</td>
<td>6</td>
</tr>
<tr>
<td>K/502/2996</td>
<td>Unit 216</td>
<td>Working with participants with disabilities in sport and active leisure</td>
<td>Optional</td>
<td>7</td>
</tr>
<tr>
<td>M/601/7700</td>
<td>Unit 226</td>
<td>People skills in sport and active leisure</td>
<td>Optional</td>
<td>3</td>
</tr>
<tr>
<td>M/601/4702</td>
<td>Unit 301</td>
<td>Event organisation in a sport and leisure environment</td>
<td>Optional</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<table>
<thead>
<tr>
<th>Title and level</th>
<th>GLH</th>
<th>TQT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Certificate in Sport</td>
<td>237</td>
<td>280</td>
</tr>
</tbody>
</table>
1.2 Opportunities for progression
On completion of these qualifications candidates may progress into employment or on to the following City & Guilds qualifications:

- Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services (4863-21)
- Level 2 NVQ Certificate in Activity Leadership (4965-02)
- City & Guilds Level 2 Award, Certificate & Diploma in Increasing Participation in Sport & Active Leisure in Community Settings (4863-26)
- Level 3 NVQ in Leisure Management
- Level 3 NVQ in Sports Development
- City & Guilds Level 3 Award, Certificate & Diploma in Sport (4863-33)
- City & Guilds Level 3 Award, Certificate & Diploma in Increasing Participation in Sport & Active Leisure in Community Settings (4863-36).

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>Assessment pack for centres</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a> or Publications sales (EN-23-4863)</td>
</tr>
<tr>
<td>fast track approval forms/generic fast track approval form</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</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 2 Diploma in Sport and Leisure (6971-02) may apply for approval for the new Level 2 Award, Certificate and Diploma in Sport (4863-23) 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 these qualifications, candidates must have access to a work setting/placement within a sport/leisure facility.

**Age restrictions**

These qualifications are for learners aged 14+. Apart from 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 qualification/s 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 qualifications.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualifications. 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 assessments for these qualifications will be through practical demonstration and assignments which will be externally set, internally assessed and externally verified, unit 215 will be assessed by on-line multiple choice test (e-volve). Please refer to the Assessment pack for these qualifications (see section 4.2)

City & Guilds provides the following assessments:
- Assignments - (EN-23-4863)

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 EN-23-4863

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.
4.5 Test specifications
The way the knowledge is covered by each test is laid out in the tables below:

**Test 1:** Unit 215 Anatomy and physiology for exercise  
**Duration:** 75 minutes

<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcome</th>
<th>Number of questions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>215</td>
<td>1 Understand the structure and function of the circulatory system</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>2 Understand the structure and function of the respiratory system</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>3 Understand the structure and function of the skeleton</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>4 Understand joints in the skeleton</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>5 Understand the muscular system</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>6 Understand the life-course of the musculoskeletal system and its implications for special populations exercise</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>7 Understand energy systems and their relation to exercise</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>8 Understand the nervous system and its relation to exercise</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
### 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](http://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>Title</th>
<th>Mandatory/optional unit</th>
<th>Credits</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>F/601/4361</td>
<td>203</td>
<td>Health, safety and welfare in sport and active leisure</td>
<td>Mandatory</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>D/601/4629</td>
<td>204</td>
<td>Participating in sport</td>
<td>Mandatory</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Y/600/1734</td>
<td>214</td>
<td>Understanding the active leisure and learning sector</td>
<td>Mandatory</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>D/601/8230</td>
<td>202</td>
<td>Safeguarding and protecting children and young people in sport and active leisure</td>
<td>Mandatory</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>R/601/4403</td>
<td>205</td>
<td>Sport facility operations</td>
<td>Optional</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>M/601/4330</td>
<td>206</td>
<td>Injuries in sport</td>
<td>Optional</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>M/601/4344</td>
<td>207</td>
<td>Factors affecting participation in sport and physical activity</td>
<td>Optional</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>A/601/4346</td>
<td>208</td>
<td>Sport as a business</td>
<td>Optional</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>A/601/4671</td>
<td>209</td>
<td>Sport and society</td>
<td>Optional</td>
<td>5</td>
<td>39</td>
</tr>
<tr>
<td>K/601/4679</td>
<td>210</td>
<td>Leading a healthy lifestyle</td>
<td>Optional</td>
<td>4</td>
<td>34</td>
</tr>
<tr>
<td>H/601/4731</td>
<td>211</td>
<td>Plan, deliver and evaluate sport and leisure activities</td>
<td>Optional</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>K/601/1300</td>
<td>212</td>
<td>Physical preparation for sports performance</td>
<td>Optional</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td>T/601/1171</td>
<td>213</td>
<td>Technical and tactical requirements for sports performance</td>
<td>Optional</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>Code</td>
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Unit 203  Health, safety and welfare in sport and active leisure

Level: 2
Credit value: 3

Unit aim
This unit introduces learners to the legal requirements, principal Health and safety legislation and how these are applied in the workplace.

Learners must have access to sport and leisure environment in which to conduct a risk assessment.

Learning outcomes
There are four outcomes to this unit. The learner will be able to:
203.1: Understand health and safety requirements of employees in sport and active leisure
203.2: Understand how to contribute to a safe workplace
203.3: Understand risks and hazards in sport and active leisure
203.4: Understand how to respond to accidents, incidents and emergencies in sport and leisure

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 2 NOS C22 - Promote safety in the sport and activity environment

Assessment
This unit will be assessed by an assignment which is externally set and internally marked
Unit 203  Health, safety and welfare in sport and active leisure

203.1 Understand health and safety requirements of employees in sport and active leisure

**Underpinning knowledge**

The learner can:

1. describe responsibilities of employees under health and safety **legislation**
2. identify **sources** of health and safety information available to employees
3. explain the **importance** of health, safety and good welfare in the workplace.

**Range**

**Legislation**

Health and Safety at work act, MOSAWR, Manual Handling Regs, COSHH Regs, PPE Regulations

**Sources**

Line Manager, staff handbook, Normal Operating Procedures (NOPs), Emergency Action Plans (EAPs), risk assessments, COSHH sheets (material safety data sheets), suppliers/manufacturers information, Health and Safety Executive, industry guidelines, noticeboards, safety posters/signs

**Importance**

Employer/employees, customers
Unit 203  Health, safety and welfare in sport and active leisure

203.2  Understand how to contribute to a safe workplace

Underpinning knowledge
The learner can:
1. list causes of slips, trips and falls in the workplace
2. state how to minimise the risk of slips, trips and falls
3. identify precautions that must be taken when undertaking manual handling
4. identify injuries from incorrect manual handling
5. identify the correct lifting procedure
6. describe situations when PPE must be worn
7. describe priorities for dealing with hazardous substances in the workplace.
8. outline employers’ health and safety responsibilities.

Range

Causes
Environment, individual

Precautions
Task, load, individual, environment

Situations
When damage to self/injury is possible, working with or exposed to sharp, heavy, unstable objects, hot/cold environments, dusts, gases, noise, radiation, infections

Priorities
Eliminate, substitute, isolate (mechanical controls), PPE (last resort), separation of substances, limit access to trained staff only

Responsibilities
To staff, to customers
Unit 203 Health, safety and welfare in sport and active leisure

203.3 Understand risks and hazards in sport and active leisure

Underpinning knowledge
The learner can:
1. define hazard
2. define risk
3. describe the stages of a risk assessment in the workplace
4. explain the importance of regular safety checks.

Range

Hazard
Something with the potential to cause harm

Risk
The probability of harm (injury) occurring as a result of exposure to hazards

Stages
Identify hazards, assess the risks, apply control measures (precautions), provide instruction to staff, review risk assessments regularly
Unit 203  Health, safety and welfare in sport and active leisure

203.4 Understand how to respond to accidents, incidents and emergencies in sport and leisure

Underpinning knowledge
The learner can:
1. identify the **requirements** for reporting accidents and incidents at work
2. describe the **employer's responsibility** for dealing with minor injuries at work
3. explain the **importance** of emergency action plans in the workplace
4. describe a typical **emergency** action plan in sport and active leisure.

Range

Requirements
Covered under RIDDOR, reporting serious injuries/illnesses to the HSE/Local Authority Safety Officer, keeping an accident book, reporting serious incidents (structural failure, explosions, gas escapes) and near misses, outbreaks of serious diseases

Employer's responsibility
Providing suitable and sufficient first aid equipment, training and having available qualified first aiders, training staff to support first aid incidents

Importance
To provide a clear plan of escape, contingency for emergencies, provide clear instructions, communications plan, liaison with emergency services, delegate responsibilities

Emergency
Power failure, explosion, gas escape, structural failure, public disorder, fire, flood, terrorist attack
Unit 204  Participating in sport

Level: 2
Credit value: 6

Unit aim
This unit introduces learners to different aspects of practical sports performance. The unit aims to enable learners to experience a range of individual and team sports, giving them the opportunity to develop their practical skills as well as to reflect upon their strengths and areas for development.

It is envisaged that the unit is delivered in a practical way although some elements of the learning and assessment will need to be delivered in a more class-based, theoretical setting. Learners are expected to actively participate in the sports prior to engaging in any evaluation of their personal practical performance.

Learning outcomes
There are two outcomes to this unit. The learner will:
204.1: Be able to use a range of skills, techniques and tactics in selected sports
204.2: Be able to review own sports performance

Guided learning hours
It is recommended that 60 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:
- D21 – Prepare for a session
- D23 - Conclude and review a session

Assessment
This unit will be assessed by an assignment which is externally set and internally marked
Unit 204  Participating in sport
204.1 Be able to use a range of skills, techniques and tactics in selected sports

Practical skills
The learner can:
1. apply practical skills, techniques and tactics appropriate for a range of **team sports**
2. apply practical skills, techniques and tactics appropriate for a range of **individual sports**

Underpinning knowledge
The learner can:
1. describe the main skills, techniques and tactics for a range of **individual sports**
2. describe the main skills, techniques and tactics for a range of **team sports**.

Range

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

Individual sports
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
Unit 204  Participating in sport
204.2  Be able to review own sports performance

Practical skills
The learner can:
1. produce observation checklists to review own sports performance
2. use observation checklists to review own performance in a range of individual sports
3. use observation checklists to review own performance in a range of team sports

Underpinning knowledge
The learner can:
1. identify the content of an observation checklist to review own performance
2. describe how to use an observation checklist
3. describe strategies that can be used to improve practical performance in sport.

Range

Individual sports
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

Strategies
Practice, observe other performers, formal coaching, join a team or club, develop/improve fitness levels and/or skills, set, monitor and review personal targets and performance
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 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
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 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.

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
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.
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.
Unit 205  Sports facility operations

Level: 2
Credit value: 4

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 six outcomes to this unit. The learner will:
205.1: Know the main legal requirements for health and safety in the workplace
205.2: Be able to carry out cleaning within a sport and active leisure facility
205.3: Understand the routine maintenance of sports and leisure facilities and equipment
205.4: Be able to set up and take down equipment safely in a sport and leisure facility
205.5: Know the range of activities that can be undertaken in a sports and leisure facility
205.6: Understand requirements for the safe evacuation from a sports and leisure facility

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 Level 2 NOS for Operational Services:
- C12 - Set up, take down and store equipment
- C22 - Promote safety in the sport and activity environment
- C23 - Tidy and clean sport and recreation areas

Assessment
This unit will be assessed by an assignment which is externally set and internally marked
Unit 205  Sports facility operations
205.1  Know the main legal requirements for health and safety in the workplace

Underpinning knowledge
The learner can:
1. identify health and safety laws and regulations that must be complied with in the workplace
2. describe health and safety responsibilities of the employer
3. describe health and safety responsibilities of the employee.

Range

Laws and regulations
Health and Safety at Work Act, Management of Health and Safety at Work regulations, COSHH, RIDDOR, Manual Handling Regulations

Employer
Provide safe working environment, safe systems of work, training, supervision, welfare facilities

Employee
Cooperate with employer, ensure own health and safety and that of others
Unit 205  Sports facility operations
205.2  Be able to carry out cleaning within a sport and active leisure facility

Practical skills
The learner can:
1. prepare to clean areas in a sports facility
2. clean areas in a sports facility safely
3. provide status reports on cleaning progress

Underpinning knowledge
The learner can:
1. identify cleaning materials and equipment required to clean areas in a sport and leisure facility
2. describe cleaning methods to clean areas within a sports and leisure facility
3. identify precautions to consider to carry out tasks safely
4. state processes for cleaning tasks
5. identify cleaning schedule, cleaning materials and equipment for specific tasks
6. state the importance of recording and reporting cleaning activities.

Range

Prepare
Self (PPE), resources/equipment, area, supervision

Cleaning materials:
Mops, cloths, V-mops, appropriate polish, water-based sealant, chemical stripper, preparatory neutralizer

Equipment
Signage, mops, buckets, applicators, scrubbing machine, wet suction machine, floor maintenance, machine and pads, edging tool, polish applicator, vacuum, mop sweeper, scraper, circuit breakers

Precautions
Restrict access to area, signage, barriers, securing cables/leads, PPE

Process
Prepare, complete, record/report

Cleaning methods
Mechanical, manual, stripping, scrubbing, damp, mopping, dry mopping, neutralising, polish, application, buffing, suction cleaning

Cleaning schedule
Annually, monthly, daily, hourly
Underpinning knowledge
The learner can:
1. define **routine maintenance**
2. explain the importance of **checklists** in facility operations
3. describe typical **causes** of damage to buildings and equipment
4. explain procedures for dealing with damage to equipment or fabric of buildings.

Range

**Routine maintenance**
Inspection (visual, physical), cleaning, preventative maintenance, contract maintenance, following manufacturers/suppliers recommendations

**Checklists**
Opening, closing, cleaning, damage, faults

**Causes**
Vandalism, wear and tear, poor quality, lack of maintenance, accidental, poor storage
Unit 205  Sports facility operations
205.4 Be able to set up and take down equipment safely in a sport and leisure facility

**Practical skills**
The learner can:
1. carry out safety checks to equipment in a sport and leisure facility
2. set up and take down equipment safely in a sport and leisure facility

**Underpinning knowledge**
The learner can:
1. identify sources of **information** about setting up and taking down equipment
2. identify the importance of safety checks before and after use
3. describe recommendations for safe storage of sporting equipment.

**Range**

**Information**
Supplier's instructions, normal operating procedures, National Governing Bodies guidelines, risk assessments, colleagues, supervisors, coaches, trainers, leaders
Unit 205  Sports facility operations
205.5  Know the range of activities that can be undertaken in a sports and leisure facility

Underpinning knowledge
The learner can:
1. identify the court markings and layouts for different sporting activities
2. identify alternative uses and activities for sporting facilities.

Range

Sporting activities
Five-a-side, badminton, volleyball, netball, tennis, roller-skating, basketball, circuit training, indoor hockey, indoor cricket, indoor bowling
Unit 205  Sports facility operations
205.6  Understand requirements for the safe evacuation from a sports and leisure facility

Underpinning knowledge
The learner can:
1. identify situations that may require evacuation of the building
2. identify procedures for dealing with emergency evacuation from the facility
3. state safety checks that must be carried out to ensure safe egress from the building
4. explain 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

Responsibilities
Ensuring clearance of areas under responsibility, checking register/visitor book
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Unit 206  Injuries in sport

Level: 2
Credit value: 3

Unit aim
The aim of this unit is to introduce the learner to the potential risks of injury involved when participating in sport. The unit will enable the learner to recognise the common symptoms of injuries and the correct treatment of them.

Learning outcomes
There are three outcomes to this unit. The learner will be able to:
206.1: Understand the risks of injury associated with participation in sport
206.2: Know the common injuries associated with own sport
206.3: Know how to deal with different types of sporting injuries

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 2 NOS C22 - Promote safety in the sport and activity environment

Assessment
This unit will be assessed by an assignment which is externally set and internally marked
Unit 206  Injuries in sport

206.1 Understand the risks of injury associated with participation in sport

Underpinning knowledge
The learner can:
1. explain the importance of rules and regulations in reducing risks of injury in sport
2. describe risk factors involved when participating in own sport
3. describe how identified risks can be minimised
4. explain the use of personal protective equipment in sport.
Unit 206  Injuries in sport
206.2  Know the common injuries associated with own sport

Underpinning knowledge
The learner can:
1. describe a range of common injuries that may occur when participating in own sport
2. identify the different categories of sporting injury
3. describe signs/symptoms of injuries
4. explain probable causes of common injuries in own sport.

Range

Categories
Short term, medium, long
Unit 206  Injuries in sport
206.3 Know how to deal with different types of sporting injuries

Underpinning knowledge
The learner can:
1. describe a range of treatments for common sporting injuries in own sport
2. identify key personnel involved in the treatment of sporting injuries
3. identify timelines for potential recovery
4. describe the use of support aids for injuries during training.

Range

Key personnel
Managers, coaches, physiotherapist, sports therapist, GP, consultant, surgeon, osteopath, chiropractor, podiatrist, partner/parent, agent, nutritionist
Unit 207  Factors affecting participation in sport & physical activity

Level:  2
Credit value:  3

Unit aim
This unit enables learners to consider the different factors that affect participation by individuals in sport. The unit aims to give learners a foundation understanding of the social, individual and cultural influences that affect participation as well as some of the benefits of sport and physical activity.

Learners will investigate participation rates amongst individuals and discuss the enabling and constraining factors that influence participation rates and how these may be overcome.

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

207.1: Understand participation in sport and physical activity
207.2: Understand factors that affect participation in sport and physical activity

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 2 NOS:

- A54 - Contribute to joint working with other organisations
- B11 - Support the development of the sport or activity
- D31 - Contribute to participants’ personal and social development

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
**Unit 207**  
Factors affecting participation in sport & physical activity

207.1 Understand participation in sport and physical activity

**Underpinning knowledge**
The learner can:
1. identify reasons for participating in sport and physical activity
2. describe how regular participation in sport and physical activity **benefits** individuals
3. identify recommended levels of physical activity for **individuals**.

**Range**

**Benefits**
Improved health and fitness (increased CV, weight loss), improved confidence and related psychological benefits (overcoming problems, working as a group), meet new friends and socialisation, fun, enjoyment and excitement, success

**Individuals**
Children, adults, seniors
Unit 207  Factors affecting participation in sport & physical activity

207.2 Understand factors that affect participation in sport and physical activity

Underpinning knowledge
The learner can:
1. identify factors that affect individual participation in sport
2. describe why some individuals are more able to participate than others
3. explain strategies to improve individual participation rates in sport and physical activity.

Range

Factors
Age, disability, ethnicity, socio-economic group, unemployment, geographical location, experience of PE and sport, facilities and clubs (availability of & access to), parental support and guidance, peer group, transport, cost

Strategies
Awareness, campaigns, events and facilities, ‘taster sessions’, family activities, improved school sports experiences
Unit 208  
Sport as a business

Level: 2
Credit value: 4

Unit aim
This unit introduces learners to the business of sport. The unit enables learners to see how sport is increasingly seen as a business and how commercial activity is a key element of many sports organisations. The unit will enable the learners to uncover the diversity that exists in the sector as well as to understand the key elements that help to make a successful business in the sports industry.

Learning outcomes
There are three outcomes to this unit. The learner will be able to:
208.1: Understand the diversity of businesses in the sport sector
208.2: Understand the contribution of sports businesses to the economy and society
208.3: Understand the factors that help to make a successful sports business

Guided learning hours
It is recommended that 26 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:
- A54 - Contribute to joint working with other organisations
- B11 - Support the development of the sport or activity

Assessment
This unit will be assessed by an assignment which is externally set and internally marked
Unit 208  
**Sport as a business**

208.1  
Understand the diversity of businesses in the sport sector

**Underpinning knowledge**

The learner can:

1. identify income generating **opportunities** from sport
2. identify the **variety** of businesses in the sport sector
3. describe **types** of sports-related consumer spending.

**Range**

**Opportunities**

Admission fees, club membership fees, merchandising, sponsorship receipts, funding, donations, secondary sales (food and drinks, travel) media rights, commercial hire, sales (retail, advertising, player transfers, equipment), courses, classes, activity programmes, selling expertise/services manufacturing

**Variety**

Leisure/health/fitness clubs and centres, professional sports clubs, amateur sports clubs, coaching services, health and rehabilitation services (e.g. physiotherapy, sports therapy), Public and Private Limited Companies (PLCs), franchises, sole-traders (e.g. fitness, swim, ski instructors), retail, entertainment, promoters/agents

**Types**

Sports goods (clothing and footwear, sports equipment, sports related books and publications), sports services (participation, health & fitness sector, gambling, watching sports on TV and video watching ‘live’ sports sports-related travel)
Unit 208  
208.2  
**Sport as a business**

Understand the contribution of sports businesses to the economy and society

**Underpinning knowledge**

The learner can:

1. identify **sources of information** relating to the performance of sports businesses
2. describe how sports businesses **contribute to the economy**
3. describe how sports businesses **contribute to wider society**.

**Range**

**Sources of Information**

Company reports (financial, environmental, annual general meetings, annual reports), Government and Local Authority sources (DCMS) NGB sources, Sport England, Sports Industry Research Centre (SIRC), university and market research projects

**Contribute to economy**

Providing employment, revenue from taxation, developing skills, provide goods and services, percentage of Gross Domestic Product (GDP), infrastructure and facility development

**Contribute to wider society**

Opportunities for health and fitness, less burden on the NHS, charitable activity, provision of opportunities for sport and physical activity
Unit 208  
**Sport as a business**

208.3 Understand the factors that help to make a successful sports business

**Underpinning knowledge**
The learner can:
1. describe the **factors** that affect the success of sports businesses
2. identify **measures** that indicate the success of sports businesses
3. explain the importance of analysing success of sports businesses.

**Range**

**Factors**
*Marketing (market research, activities), branding, quality of product, competition/competitors, price, value for money, market environment (recession, taxation, central funding/grants), customer demand/need, media coverage/exposure, income vs expenditure/costs, environmental conditions (weather related)*

**Measures**
*Profit/profitability, income, expenditure, growth, sustainability (economic, environmental), achieving targets, aims and objectives, customer satisfaction, staff satisfaction*
Unit 209  
Sport and society

Level: 2

Credit value: 5

Unit aim
This unit enables learners to consider, explore and discuss the relationship between sport and society. The unit aims to allow learners to develop independent thinking and analysis skills as well as giving them the opportunity to discuss relevant current issues and topics in relation to sport.

Learners will explore the history and development of sport as well as the effects of issues such as ‘deviance’ (e.g. gamesmanship and cheating, violence, hooliganism and drugs), the media and increasing commercialism on sport.

Whilst the unit is mainly theoretical it is envisaged that learners will engage in lively discussion and debate.

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

209.1: Understand the key characteristics of the history and development of sport

209.2: Know the roles of key organisations and agencies in the development and organisation of sport in the UK

209.3: Understand the current issues in sport

Guided learning hours
It is recommended that 39 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:

- A54 - Contribute to joint working with other organisations
- B11 - Support the development of the sport or activity
- SC2 - Work in partnership to reduce crime and anti-social behaviour

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 209  
209.1  
**Sport and society**  
Understand the key characteristics of the history and development of sport Underpinning knowledge

**Underpinning knowledge**  
The learner can:

1. describe the key characteristics of sport and society in pre-industrial Britain
2. describe the key characteristics of sport and society in industrialised Britain
3. describe the key characteristics of modern sports and society.
Unit 209  Sport and society
209.2

Know the roles of key organisations and agencies in the development and organisation of sport in the UK

Underpinning knowledge
The learner can:
1. identify the key agencies involved in the organisation and development of sport
2. describe the roles of key agencies in the organisation and development of sport in the UK.

Range

Roles
Development, grassroots, funding, facility development, elite sport, competitions, government, independent, national, regional, local, drug testing
Unit 209  
Sport and society
209.3  
Understand the current issues in sport

Underpinning knowledge
The learner can:
1. identify current issues in sport
2. identify the different types of drugs used by athletes
3. describe the issues surrounding the use of drugs in sport
4. describe the impact of increasing media coverage and commercialism on sport
5. describe the issues surrounding violence, aggression and hooliganism in sport.

Range

Types
Anabolic steroids, stimulants Beta-blockers, blood doping and spinning, diuretics, Peptide Hormones (EPO), narcotic analgesics (pain killers), recreational drugs, alcohol, tobacco

Impact
Positive
Increase in income for some sports, increased sponsorship and commercial activity, improvement in stadia and facilities and/or equipment, improvements in quality of players and competition available (Champions League and foreign players), increase in jobs and careers related to ‘sport’, reduction in hooliganism, increased access for supporters to ‘live’ sports, ability to watch and consume ‘different’ sports

Negative
Increase pressure for players, managers and coaches, increase in player wages and involvement of agents, loss of privacy for players, managers, coaches etc. dominance of some sports to detriment of others, dominance of male sports, increased cost of consuming sports (pay-to-view, annual subscriptions), change to rules and timings of sports, increased ticket prices to live sports events, alienation of ‘traditional’ supporters

Issues
Bad reputation for player, club/team and sport, loss of sponsorship revenue, reduction in attendance and income, loss of job, decrease in uptake of sport, injury and death, damage to stadia and surrounding areas/property, increased policing costs
Unit 210  
Leading a healthy lifestyle

Level: 2
Credit value: 4

Unit aim
This unit develops the learner’s understanding of the benefits of a healthy lifestyle and the factors that affect health. It explores the requirements of a balanced healthy diet and the physical and psychological benefits of exercise. Finally it enables learners to review an individual’s lifestyle choices.

Learning outcomes
There are four outcomes to this unit. The learner will be able to:
210.1: Understand the impact of lifestyle on health
210.2: Understand the role that nutrition plays in health
210.3: Understand the importance of exercise for health
210.4: Understand how to assess an individual's lifestyle

Guided learning hours
It is recommended that 34 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:
• D451 - Plan and prepare gym-based exercise
• D457 - Plan health related exercise and physical activity for children

Assessment
This unit will be assessed by an assignment which is externally set and internally marked
Unit 210  Leading a healthy lifestyle
210.1  Understand the impact of lifestyle on health

Underpinning knowledge
The learner can:
1. describe components of a healthy lifestyle
2. explain the benefits of following a healthy lifestyle.

Range

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

Benefits
Ability to perform, mental wellbeing, improve/maintain physical condition, reduction in illness and disease, longer life expectancy
Underpinning knowledge
The learner can:
1. describe the components of a healthy balanced diet
2. describe the basic functions of each component
3. explain the benefits of a healthy diet
4. identify the nutritional recommendations for different populations.

Range

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

Basic functions
Energy production, growth and repair, insulation, normal cell functioning

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

Nutritional recommendations
Committee on Medical Aspects (COMA)

Populations
Active adults, inactive adults, children, young adults
Underpinning knowledge
The learner can:
1. identify recommended levels of physical activity
2. describe the physical benefits of exercise
3. describe the psychological benefits of exercise
4. describe the social 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

Social
Friendship groups, meeting new people, communication skills, more confident, develop teamwork
Leading a healthy lifestyle

Understand how to assess an individual's lifestyle

**Practical skills**
The learner can:
1. produce a form to assess an individual's lifestyle choices
2. complete a lifestyle assessment of an individual

**Underpinning knowledge**
The learner can:
1. describe lifestyle choices that have a positive impact on health
2. describe lifestyle choices that have a negative impact on health.

**Range**

**Lifestyle choices:**

**Positive**
Leisure activities- swimming, golf, jogging, walking, active recreation, Healthy eating, rest and relaxation, socialising, mental wellbeing

**Negative**
Alcohol intake, smoking, drug-use, sleep, poor nutrition/hydration
City & Guilds
Believe you can

www.cityandguilds.com
Unit 211 Plan, deliver and evaluate sport & leisure activities

Level: 2
Credit value: 4

Unit aim
This unit builds on previous learner experiences of planning, delivering and evaluating sports and activity leadership and coaching as a participant.

The unit enables learners to take ownership and responsibility for planning, delivery, analysis and review. Learners will actively plan, deliver and analyse their performance as a leader/coach and participate in a range of practical activities.

Learning outcomes
There are three outcomes to this unit. The learner will:
211.1: Be able to produce plans of activity for different sports and leisure activities
211.2: Be able to deliver different sport and leisure activities
211.3: Be able to evaluate sport and leisure 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 Level 2 NOS:
• D21 - Prepare for a session
• D22 - Lead a session
• D23 - Conclude and review a session

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 211  Plan, deliver and evaluate sport & leisure activities

211.1 Be able to produce plans of activity for different sports and leisure activities

**Practical skills**
The learner can:
1. produce activity plans for sport and active leisure

**Underpinning knowledge**
The learner can:
1. list information required to plan activities effectively
2. describe health, safety and security requirements for delivering sport and leisure activities safely
3. state procedures for dealing with worn, damaged or missing equipment
4. describe consequences of poorly planned activities
5. describe circumstances that may require a change to a plan of activity
6. identify alternative activities that may be used to meet the same outcomes of a plan.

**Range**

**Information**
Facilities, equipment, age and ability of participants, time available, aims and objectives, safeguarding children and young people (e.g. CRB or similar checks, coaching qualification and experience of staff)

**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, clothing, equipment checks, facility checks, warming up, stretching, cooling-down

**Procedures**
Remove from use, report, replace/re-order

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

**Circumstances**
Facility related (too small/big), participant related (numbers, ability), equipment related (appropriate, quality), weather
Unit 211 Plan, deliver and evaluate sport & leisure activities

211.2 Be able to deliver different sport and leisure activities

Practical skills
The learner can:
1. prepare for the delivery of activities
2. deliver different sport and leisure activities
3. bring sport and leisure activities to an end

Underpinning knowledge
The learner can:
1. describe warm up activities
2. describe main-body activities, skills or drills
3. describe cool down activities
4. identify criteria to consider when determining warm up and cool down activities
5. explain factors that contribute to effective delivery of sporting activities
6. describe actions used to bring an activity 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

Criteria
Main-body activity, participants, facilities, time available

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

Actions
Participant de-brief/review/evaluation, equipment checked, equipment safely put away, participants and coaches egress facility safely
Unit 211 Plan, deliver and evaluate sport & leisure activities

211.3 Be able to evaluate sport and leisure activities

Practical skills
The learner can:
1. review planning of sport and leisure activities
2. review delivery of sport and leisure activities
3. identify the strengths and areas for development in the planning and delivery of sport and leisure activities

Underpinning knowledge
The learner can:
1. explain the importance of reviewing a sport and leisure activity
2. identify sources of feedback following an activity
3. describe strategies used to improve sport and leisure activities.

Range

Sources
Participants, colleagues, coaches/mentors/leaders, officials, parents/carers
Unit 212  Physical preparation for sport performance

Level: 2

Credit value: 4

Unit aim
This unit introduces learners to the components of fitness and principles of training and their impact on physical capabilities and sporting performance. It gives learners the opportunity to develop and participate in activities to improve own performance.

Learning outcomes
There are three outcomes to this unit. The learner will:
212.1: Know the physical demands of a sport
212.2: Be able to measure components of physical fitness
212.3: Be able to improve own physical fitness and performance

Guided learning hours
It is recommended that 35 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 A355 - Reflect on and develop own practice in providing exercise and physical activity

Assessment
This unit will be assessed by an assignment which is externally set and internally marked
**Unit 212  Physical preparation for sport performance**

**212.1  Know the physical demands of a sport**

**Underpinning knowledge**

The learner can:

1. identify the **components** of physical fitness
2. describe the physical demands of a sport in relation to the components of fitness.

**Range**

**Components**

- **Aerobic** – speed, endurance
- **Muscular** – strength, endurance, power
- **Flexibility** – range of movement
- **Motor Skills** – balance, agility
Unit 212 Physical preparation for sport performance
212.2 Be able to measure components of physical fitness

Practical skills
The learner can:
1. measure components of physical fitness for sports performance using common tests
2. interpret the results of tests carried out to measure components of physical fitness

Underpinning knowledge
The learner can:
1. identify common tests for measuring components of physical fitness
2. identify resources required for the common tests
3. describe the procedures for carrying out common tests
4. state the importance of interpreting results for common tests correctly.

Range

Common tests
Health-related components:
- Flexibility – sit and reach
- Strength – 1-rep max test, grip dynamometer, leg and back dynamometer
- Speed – sprint tests
- Aerobic endurance – multi-stage fitness test, step test (e.g. Harvard), 12-minute ('cooper') run
- Muscular endurance – one-minute press up / sit-up
- Power – vertical jump, wingate test
- Body composition – skinfold callipers, bioelectrical impedance

Skill-related components:
- Agility – Illinois agility run
- Balance – balance board
- Coordination – alternate hand-wall toss
- Reaction-time – stick / ruler drop, ‘light’ wall

Resources
As per test protocols
Unit 212  Physical preparation for sport performance

212.3  Be able to improve own physical fitness and performance

Practical skills
The learner can:
1. develop activities to improve own physical fitness and performance
2. monitor the effectiveness of the activities

Underpinning knowledge
The learner can:
1. describe activities that could be used to improve the components of physical fitness
2. identify how principles of training can be used to assist in the development of activities
3. identify additional preparation required to improve performance
4. identify methods to monitor the effectiveness of the activities designed to improve physical fitness and performance
5. describe the importance of improving physical fitness for a sports performer
6. identify the factors that may affect physical fitness when preparing for sports performance.

Range

Components
Health-related components:
Aerobic endurance, strength, muscular endurance, flexibility, power, speed, body composition

Skill-related components:
Balance, coordination, reaction-time, agility

Principles of training
Overload, specificity, progression, reversibility, variation, individuality (individual differences), FITT (frequency, intensity, time and type) principles

Additional preparation
Good nights sleep, eat well

Methods
Performance/results, fitness testing, performer feedback / training diary(s)

Factors
Body composition, injury, illness, diet and nutrition, hydration levels, sleep, psychological preparation (e.g. motivation, mental rehearsal and visualisation)
Unit 213  Technical and tactical requirements for sports performance

Level: 2
Credit value: 4

Unit aim
This unit introduces learners to the technical and tactical skills required for a sport. The unit enables learners to review skills in training and competition. This unit requires learners to be an active participant in a sport.

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

213.1: Understand the technical and tactical skills for a sport
213.2: Be able to assess technical and tactical skills of other athletes
213.3: Be able to assess and improve own technical and tactical skills

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:

- E51 - Plan, apply and evaluate your technical skills to achieve excellence in your sport
- E52 - Plan, apply and evaluate your tactical skills to achieve excellence in your sport
- E53 - Plan, apply and evaluate your physical capability to achieve excellence in your sport

Assessment
This unit will be assessed by an assignment which is externally set and internally marked
Unit 213  Technical and tactical requirements for sports performance

213.1 Understand the technical and tactical skills for a sport

Underpinning knowledge
The learner can:
1. identify the importance of understanding the technical and tactical skills for a sport
2. describe the essential technical skills for a sport
3. describe the essential tactical skills for a sport.
Unit 213  Technical and tactical requirements for sports performance

213.2 Be able to assess technical and tactical skills of other athletes

Practical skills
The learner can:
1. assess the technical and tactical skills of other athletes

Underpinning knowledge
The learner can:
1. identify the reasons for assessing the technical and tactical skills of other athletes
2. identify the criteria to assess the performance of other athletes.
Unit 213  

Technical and tactical requirements for sports performance

213.3  
Be able to assess and improve own technical and tactical skills

Practical skills
The learner can:
1. assess own technical and tactical performance

Underpinning knowledge
The learner can:
1. explain the reasons for assessing own technical and tactical skills
2. identify the criteria to assess own performance
3. identify strategies for improving performance
4. identify sources of assistance to improve own performance.

Range

Strategies
Improve fitness, strength, flexibility, speed, agility, endurance, 1 to 1 coaching, mentoring, competitions

Sources
Coaches, mentors, sport science support (e.g. nutritionalist, physiotherapist, psychologist), elite athletes, professional bodies, national governing bodies, personal trainer
Unit 215  Anatomy and physiology for exercise

Level: 2
Credit value: 6

Unit aim
This unit covers the knowledge an instructor needs about anatomy and physiology relating to exercise programming for apparently healthy adults of all ages.

Learning outcomes
There are eight learning outcomes to this unit. The learner will be able to:
1. Understand the structure and function of the circulatory system
2. Understand the structure and function of the respiratory system
3. Understand the structure and function of the skeleton
4. Understand joints in the skeleton
5. Understand the muscular system
6. Understand the life-course of the musculoskeletal system and its implications for special populations exercise
7. Understand energy systems and their relation to exercise
8. Understand the nervous system and its relation to exercise

Guided learning hours
It is recommended that 41 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 is linked to the Instructing Exercise and Fitness 2009 NOS.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by SkillsActive.

Assessment
This unit will be assessed by an
• on-line multiple-choice test (e-volve).
Underpinning knowledge
The learner can:
1. identify the location of the heart
2. describe the function of the heart
3. describe the structure of the heart
4. describe how blood moves through the four chambers of the heart
5. describe systemic and pulmonary circulation
6. describe the structure and functions of blood vessels
7. define blood pressure
8. identify blood pressure classifications.

Range

Function
Circulation of blood, receiving and pumping blood

Structure
Ventricles, atrium, valves, septum

Blood vessels
Arteries, arterioles, veins, venules, capillaries

Blood pressure
Systole, diastole

Blood pressure classifications
Mild hypertension, hypertension, hypotension, ideal blood pressure
Unit 215  Anatomy and physiology for exercise
215.2  Understand the structure and function of the respiratory system

Underpinning knowledge
The learner can:
1.  identify the location of the lungs
2.  describe the function of the lungs
3.  describe the structure of the lungs
4.  identify the main muscles involved in breathing
5.  describe the passage of air through the respiratory tract
6.  describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs.

Range

Function
Passage of air from nasal passages to lungs, diffusion of gases into and out of bloodstream, tidal volume, vital capacity, residual volume

Structure
Bronchi, bronchioles, alveoli

Main muscles
Diaphragm, intercostals, pectorals (during heavy exercise)

Passage of air
Pharynx, larynx, trachea, epiglottis, bronchioles, bronchus, alveoli
Underpinning knowledge
The learner can:
1. describe the basic **functions** of the skeleton
2. identify the structures of the **axial** skeleton
3. identify the structures of the **appendicular** skeleton
4. explain the **classification of bones**
5. explain the **structure** of long bone
6. explain the **stages of bone growth**
7. describe posture in terms of:
   * **curves of the spine***
   * neutral spine alignment
   * **potential ranges of motion of the spine***
   * movement potential of the spine
   * **postural deviations*** to include kyphosis, lordosis, scoliosis and the effect of pregnancy.

Range

**Functions**
Protection, movement, shape, muscle attachment, storage of minerals

**Axial**
Cranium, sternum, ribs, vertebrae (cervical, thoracic, lumbar, sacral, coccyx)

**Appendicular**
Scapula, clavicle, upper limbs (humerus, radius, ulna, carpals, metacarpals, phalanges), ilium, ishium, pubis, lower limbs (femur, patella, tibia, fibula, tarsals, metatarsals, calcaneus)

**Classification of bones**
Long, short, flat, irregular, sesmoid

**Structure**
Long, slightly curved, compact, spongy, epiphyseal plate, bone marrow, articular cartilage, periosteum, medullary cavity, epiphysis, diaphysis

**Stages of bone growth**
Ossification, composition and structure through life, development, osteoblasts, osteoclasts, factors influencing bone density, protein framework, calcium, plus spherus and magnesium salts, gender differences, osteoporosis

* Please note the following clarifications on terminology from SkillsActive on outcome 7.
Curves of the spine
The natural mild S-shaped curve of the spine i.e. cervical and lumbar lordoses and thoracic and spinal kyphoses.

Potential ranges of motion of the spine
A normal thoracic kyphosis is considered as 20-45 degrees and lumbar lordosis as 20-45 degrees. Whilst a mild right-left curve is considered fairly normal, a curve of more than 10 degrees would be considered a scoliosis.

Postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy
Postural deviations/curves of the spine considered to be excessive (hyperlordotic and hyperkyphotic) or less than normal (hypolordotic and hypokyphotic), or a scoliosis. To include the effect of pregnancy on posture (i.e. how carrying a growing baby effect’s the natural curves of the spine).
Underpinning knowledge
The learner can:
1. describe the **classification of joints**
2. describe the **structure of synovial joints**
3. describe the types of **synovial joints** and their range of motion
4. describe joint movement potential and joint **actions**.

Range

**Classification of joints**
Immoveable (fibrous), slightly moveable (cartilaginous), freely moveable (synovial)

**Structure of synovial joints**
Articulate cartilage, joint cavity, synovial membrane, synovial fluid, articular capsule

**Synovial joints**
Pivot, gliding, ball and socket, hinge, condyloid/ellipsoid, saddle

**Actions**
Flexion, extension, abduction, adduction, horizontal flexion, horizontal extension, lateral flexion, circumduction, rotation, elevation, depression, retraction, protraction, plantar flexion, dorsi flexion, pronation, supination, hyper extension, inversion, eversion
Underpinning knowledge

The learner can:
1. identify the three types of muscle tissue
2. define the characteristics and functions of the three types of muscle tissue
3. describe the basic structure of skeletal muscle
4. name and locate the anterior skeletal muscles
5. name and locate the posterior skeletal muscles
6. describe the structure and function of the pelvic floor muscles
7. describe the different types of muscle action
8. identify the joint actions brought about by specific muscle group contractions
9. identify skeletal muscle fibre types and their characteristics.

Range

Types of muscle
Voluntary, involuntary, cardiac

Characteristics of the three types of muscles tissue
Striated, smooth, voluntary, involuntary

Functions of the three types of muscles tissue
Movement, contractions of the heart/blood flow, internal organs

Structure of skeletal muscle
Muscle fibres, myofibrils, myofilaments (actin and myosin), epimysium, endomysium, perimysium, sarcomere, tendon

Anterior
Anterior deltoid, medial deltoid, pectoralis major, biceps brachii, brachialis, sternocleidomastiod, rectus abdominus, obliques, transverse abdominus, iliacus – Psoas Minor – Psoas Major, quadriceps, tibialis anterior, adductors

Posterior
Trapezius, rhomboids, posterior deltoid, triceps, latissimus dorsi, erector spinae, gluteus maximus, hamstrings, gastrocnemius, soleus

Pelvic floor muscles
Levator ani, coccygeus
Muscle action
Role of prime mover/agonist, antagonist, fixator, synergist

Muscle fibre types
Fast twitch (white), slow twitch (red)

Characteristics of muscle fibre types
*Fast twitch* (white in colour) - high intensity, short duration, low mitochondria, low myoglobin, fast to contract, fast to fatigue),

*Slow twitch* (red in colour) - low intensity, long endurance, high mitochondria, high myoglobin, slow to contract, fatigue resistant)
Unit 215  Anatomy and physiology for exercise
216.6  Understand the life-course of the musculoskeletal system and its implications for special populations exercise

Underpinning knowledge
The learner can:
1. describe the life-course of the musculoskeletal system, including relevant tendon, ligament, muscle, joint and bone mineral density changes, and their implications for exercise, plus specific implications for working with:
   - young people in the 14-16 age range
   - antenatal and postnatal women
   - older people (50 plus).
Underpinning knowledge
The learner can:
1. describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate
2. explain the use of the three energy systems during aerobic and anaerobic exercise.

Range

**Carbohydrates**
Broken down into glucose/glycogen, storage

**Fats**
Broken down into fatty acids and used in the presence of oxygen

**Proteins**
Broken down into amino acids and used for energy when carbohydrates are depleted

**Use**
Effect of time, intensity of exercise for each system, fuel, waste products

**Three energy systems**
Aerobic system, lactic acid system, Creatine phosphate (CP) system
Underpinning knowledge
The learner can:
1. describe the role and functions of the nervous system
2. describe the principles of muscle contraction
3. describe the ‘all or none law’/motor unit recruitment
4. describe how exercise can enhance neuromuscular connections and improve motor fitness.

Range

Functions
CNS (central nervous system), PNS (peripheral nervous system), sensory organs functions – control of bodily functions, maintenance of homeostasis, collect information, ‘fight or flight’, nervous response

Principles of muscle contraction
Sliding filament theory, motor unit recruitment, isotonic contractions (concentric, eccentric), isometric contractions
Unit 216  Working with participants with disabilities in sport and active leisure

Level:  2

Credit value:  7

Unit aim
This unit is aimed at those who work/wish to work with disabled participants within the Sport and Active Leisure industry. This qualification is specifically designed to enhance individual skills and knowledge, providing confidence to provide an inclusive environment when delivering sporting activities, and ultimately improving the performance of disabled athletes.

Learning outcomes
There are three outcomes to this unit. The learner will be able to:
216.1: Describe the key issues which affect participants with disabilities
216.2: Review safe working practices
216.3: Lead sport and leisure activities for participants with disabilities

Guided learning hours
It is recommended that 65 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Connections with other qualifications/units
This unit contributes towards the knowledge and understanding required for the following units:
- D24 - enable people with disabilities to take part in activities
- D442 - adapt a physical activity programme to the needs of disabled clients.

Key Skills
This unit contributes towards the Key skills in the following areas:
- Communication
- Working with others
- Improving own learning and performance
- Problem solving

Assessment
This unit will be assessed by: An assignment covering practical skills and knowledge
Unit 216 Working with participants with disabilities in sport and active leisure

216.1 Describe the key issues which affect participants with disabilities

Underpinning knowledge
The learner can:
1. outline key considerations when working with participants with disabilities/impairments
2. describe the models of disability
3. outline barriers to participation for people with disabilities
4. describe the pathways in which participants with disabilities can be included in sport and leisure activities
5. describe examples of sport and leisure activities that can be accessed by participants with disabilities
6. outline the purpose of key organisations associated with disability in Sport and Active Leisure in the UK
7. outline the main acts of parliament and practices that relate to working with participants with disabilities
8. explain how facilities may be adapted for participants with disabilities in the Sport and Active Leisure Industry.

Range

Key considerations
Environmental, physical, social, educational, medical

Disabilities/impairments
Physical impairments, sensory impairments, deaf people, people with learning difficulties/disabilities, people who use mental health services, people with restricted growth conditions, Neuro Diversity

Recognised model of disability
Social, cultural, medical, and any other model relevant to the participants with disabilities, history of the social model, attitudes and discrimination, difference between disability and impairment, removal of barriers, use of correct languages as chosen by participants with disability

Barriers
Real: inaccessible information, inaccessible buildings, inaccessible transport, inflexible organisational procedures and practices, previous disabling barriers (e.g. attendance at special school), lack of training
Perceived: prejudice and stereotypes
Pathways
Main stream activities, adapted specific sport activities

Main acts of parliament and practices
Practices: English Federation of Disability Sport (EFDS), Federation of Disability Sport Wales (FDSW), Disability Sport Northern Ireland (DSNI), Scottish Disability Sports (SDS), Disability Sport Events (DSE), Paralympics GB, British Blind Sports, Mencap Sport

Examples of sport and leisure activities
Archery, athletics, sitting volleyball, wheelchair sports, badminton, boccia, cricket, canoeing, goalball, fencing, curling, sledge hockey, snooker, paddleboard, swimming, tri-golf, polybat, rounders, tag rugby, zone hockey

Key organisations
Commission for Human Rights, English Federation of Disability Sport (EFDS), Federation of Disability Sport Wales (FDSW), Disability Sport Northern Ireland (DSNI), Scottish Disability Sports (SDS), Disability Sport Events (DSE), Paralympics GB, British Blind Sports, Mencap Sport, Dwarf Athletics Association UK, UK Deaf Sport, CP Sport, Wheel Power, Sport England, UK Sport

Facilities
Leisure centres, community centres, community youth clubs, sports clubs, schools and colleges, outward bound centres
Unit 216  Working with participants with disabilities in sport and active leisure

216.2  Review safe working practices

**Practical skills**
The learner can:
1. follow health and safety procedures
2. carry out risk assessments
3. review EOPs/NOPs (Emergency Operational Procedures/Normal Operating Procedures)

**Underpinning knowledge**
The learner can:
1. identify potential additional health and safety issues where working with participants with disabilities
2. identify additional hazards that may need to be considered when working with participants with disabilities
3. explain the importance of carrying out a risk assessment
4. outline the key stages of a risk assessment
5. describe procedures for controlling the risk arising from hazards
6. identify key features of EOPs/NOPs (Emergency Operational Procedures/Normal Operating Procedures)
7. describe the types of specialist equipment that may be required for participants with disabilities
8. explain the importance of reviewing health and safety practices.

**Range**

**Health and safety issues**
Communication methods (verbal and non-verbal), PAR-Q information, adaptation, clothing, footwear, resources, venue

**Hazards**
Environment, type of activity/process, equipment, human factor (participants, helpers, leader/coach, customers)

**Importance**
Legal requirement (consultation – make collective judgement and collate, risk assessor must be competent, review the risk assessment, check for control measures, supervision and training), safety of participants

**Risk assessment**
Hazard, risk, who it affects, review existing procedures, likelihood/probability, level of risk, control, record findings, review assessment
Procedures for controlling the risk
Adaptation, modification, control measures

Key features of EOPs/NOPs
Key emergency procedures, evacuation time, access to exit routes, specialist equipment for evacuation, addressing individual needs, willingness to evacuate, evac chairs, ratio supervision, training

Types of specialist equipment
Access ramps, access systems, grab rails and support, emergency chairs, counter shelves, signs and labels, lockers, strobes, toilet alarms, washroom compliance kits, hearing induction loops, wheelchairs, oxygen tanks
Unit 216  Working with participants with disabilities in sport and active leisure

216.3 Lead sport and leisure activities for participants with disabilities

**Practical skills**
The learner can:
1. prepare to deliver sport and leisure activities to participants with disabilities
2. deliver sport and leisure activities to participants with disabilities
3. communicate effectively with participants with disabilities
4. use **resources** effectively with participants with disabilities
5. review sport and leisure activities

**Underpinning knowledge**
The learner can:
1. outline the **considerations** when preparing to deliver sport and leisure activities for participants with disabilities
2. outline the importance of **profiling**
3. outline communication issues that may arise when working with participants with disabilities
4. identify **communication skills and methods** that may be required to work effectively with participants with disabilities
5. describe types of **resources** that may be required to deliver effective sport and leisure activities for participants with disabilities
6. outline the **importance of feedback and evaluation**
7. outline **key features** of an effective session.

**Range**

**Considerations**
Sourcing and setting up of appropriate equipment, appropriate appearance, warm-up, cool-down, motor development drills, involvement of support staff, positioning, group management, effective communication, improvisation, timing (including recovery/rest periods), demonstrations, officiating and scoring, reinforcement and feedback, questioning and review, closing down the session, evaluation

**Profiling**
Obtaining clients details (personal, medical, sport-specific classification)

**Communication skills and methods**
Communicate with participants rather than the carers/supporters, voice projection, voice tone, hand gestures, body language, visual, written, verbal, pictorial, sign language as appropriate, helpers, appropriate tactile communication, empathy/tolerance
Resources
Sport-specific equipment (e.g. size, colour, weight, texture), venue (e.g. goalball court), support staff, adaptive equipment where required (e.g. wheelchairs), clothing (e.g. seat pads for sitting volleyball)

Importance of feedback and evaluation
Review self and the participants' needs, objectives, expected outcomes and safety considerations have been met, enhance future sessions, self-development (CPD), future considerations and adaptations required

Key features
Fun, well delivered and organised inclusive experience, originality, interesting and engaging activities, maximum participation, enthusiastic session leader/coach, adapted to suit (numbers, age, gender, abilities/disabilities), application of SMART objectives, full use of appropriate sports equipment
City & Guilds
Believe you can

www.cityandguilds.com
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
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. describe the **personal standards** to be displayed in sport and leisure
2. explain the **importance** of displaying 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, good sportsmanship

**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. describe how colleagues can assist one another
3. explain 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. explain the importance of effective communication skills
3. state specific situations which would require assistance from a colleague
4. describe 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.
Unit 301 Events organisation in a sport and leisure environment

Level: 3
Credit value: 3

Unit aim
This unit introduces learners to the principles and planning of events in a sport and leisure environment. It will enable learners to identify and consider the role and responsibilities of stakeholders.

Learning outcomes
There are four outcomes to this unit. The learner will be able to:
301.1: Understand the range and characteristics of events in sport and leisure environments
301.2: Know the roles and responsibilities of key personnel in the organisation of an event.
301.3: Understand how to plan and evaluate an event
301.4: Understand the consideration of attendees at different types of events

Guided learning hours
It is recommended that 27 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:
- B227 - Contribute to evaluating, developing and promoting services
- B229 - Plan and organise services
- C27 - Ensure the health, safety, welfare and security of customers and staff
- D210 - Promote equality and diversity in sport and physical activity
- D61 - Facilitate community-based sport and physical activity
- D62 - Support the development of sport and physical activity in education

Assessment
This unit will be assessed by an assignment which is externally set and internally marked
Unit 301  Events organisation in a sport and leisure environment

301.1 Understand the range and characteristics of events in sport and leisure environments

Underpinning knowledge
The learner can:
1. identify the range of objectives in sport and leisure events
2. describe the scope of events in sport and leisure environments
3. describe the characteristics of sport and leisure events.

Range

Events
Commercial, entertainment, goodwill, raising profile, rights fees, attracting sponsorship, grassroots development, profitable and successful

Events
Sports competitions, shows, exhibitions, presentations, charity events, tournaments, displays, social events, fairs

Characteristics
Non routine, unprogrammed, happen at one time, big lead in time, draws an audience, attracts media attention, involves many stakeholders
Unit 301  
Events organisation in a sport and leisure environment

301.2  
Know the roles and responsibilities of key personnel in the organisation of an event

Underpinning knowledge

The learner can:
1. identify the stakeholders of an event
2. identify the principal responsibilities of the event organiser
3. identify the principal responsibilities of event staff involved in running events.

Range

Stakeholders
Event organisers, sponsors, regular customers, centre staff, managers, specialist staff, Health & Safety Executives, local authority, emergency services, spectators, local residents, occupier, voluntary staff

Responsibilities

*Event organiser*
Health & safety, staffing, budget, operation of event, timetable, main point of contact, publicity and marketing, ticket sales, environmental issues (waste, carbon footprint, noise pollution)

*Event staff*
Following normal operating procedures, emergency action plans, reporting to management, health and safety of selves and others, cooperating with other stakeholders, officiating
Unit 301  
Events organisation in a sport and leisure environment

301.3  Understand how to plan and evaluate an event

Underpinning knowledge
The learner can:
1. describe the prerequisites for preparing venue/facility for an event
2. describe the elements of a safety plan for an event
3. identify the checklists required to prepare for an event
4. describe the types of unplanned situations that may arise
5. describe the importance of evaluating an event.

Range

Prerequisites
Notice of closure, closure, clearance, cleaning, obtaining equipment, moving equipment into place, set up, security, final checks

Safety plan
Management, responsibilities, risk assessments, EAPs, liaison with emergency services, contingency plans, communications, contact details, supervision of safety control measures, controlled access, training, information, site plans

Checklists
Equipment, staffing, facilities, cleaning, safety, volunteers, exit routes

Unplanned situations
Unforeseen events, wet weather, overcrowding, power failure, stock shortages, staff shortages, accidents/incidents, poor ticket sales, ‘acts of God’ (flood, fire, earthquake)
Underpinning knowledge
The learner can:
1. explain the importance of assessing the range of attendees needs
2. identify potential problems that can arise in relation to attendees at an event
3. explain the factors that can affect the running of an event.

Range

Needs
Supervision, guidance, notices, disability adjustments, privacy, toilets, changing, dietary requirements, transport, segregation,

Potential problems
Crowd disturbance/public disorder, accidents, complaints, queues, evacuation (emergency and non emergency), catering, litter, waste, noise, damage, lost children, lost property

Factors
Type of event, history, attendees, facility, location, staff requirements, scheduling
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 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 RPL.

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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
- Events
  Contains dates and information on the latest Centre events
- Online assessment
  Contains information on how to register for e-volve assessments.
Useful contacts

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<th>Type</th>
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<td>UK learners</td>
<td>T: +44 (0)844 543 0033 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>T: +44 (0)844 543 000 F: +44 (0)20 7294 2413 E: <a href="mailto:centresupport@cityandguilds.com">centresupport@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