

Level 2 Award, Certificate & Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (QCF) (4863-26)

Qualification handbook for centres



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Qualification handbook for centres

Qualification title	Number	QAN
Level 2 Award in Increasing Participation in Sport and Active Leisure in Community Settings (QCF)	4863-26	501/0098/1
Level 2 Certificate in Increasing Participation in Sport and Active Leisure in Community Settings (QCF)	4863-26	501/0097/X
Level 2 Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (QCF)	4863-26	501/0099/3

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Contents

1	Introduction to the qualification	5
1.1	Qualification structure	7
1.2	Opportunities for progression	8
1.3	Qualification support materials	9
1.4	City & Guilds websites	9
2	Centre requirements	10
2.1	Resource requirements	10
2.2	Candidate entry requirements	11
3	Course design and delivery	12
3.1	Initial assessment and induction	12
3.2	Recommended delivery strategies	12
4	Assessment	13
4.1	Summary of assessment methods	13
4.2	Assignments	13
4.3	Recording forms	13
4.4	Recognition of prior learning (RPL)	13
5	Units	14
Unit 203	Health, safety and welfare in sport and active leisure	17
Unit 207	Factors affecting participation in sport & physical activity	23
Unit 314	Sports development	27
Unit 202	Safeguarding and protecting children and young people in sport and active leisure	33
Unit 209	Sport and society	39
Unit 211	Plan, deliver and evaluate sport & leisure activities	43
Unit 214	Understanding the active leisure and learning sector	47
Unit 216	Working with participants with disabilities in sport and active leisure	51
Unit 218	Rules, regulations and officiating in sport	59
Unit 219	Talent identification in sport	65
Unit 220	Building legacy through sporting events	69
Unit 221	Communication and public relations for sports performers	73
Unit 222	Understanding the fundamentals of coaching sport	77
Unit 223	Understanding how to develop participant(s) through coaching sport	85
Unit 224	Supporting participant(s)' lifestyle through coaching sport	91
Unit 225	Understanding the principles of safe and equitable coaching practice	97
Unit 226	People skills in sport and active leisure	103
Unit 301	Events organisation in a sport and leisure environment	107
Appendix 1	Relationships to other qualifications	112
Appendix 2	Sources of general information	114

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1 Introduction to the qualification

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

Qualification title and level	City & Guilds qualification number	Qualification accreditation number	Last registration date	Last certification date
Level 2 Award in Increasing participation in sport and active leisure in community settings (QCF)	4863-26	501/0098/1	31/05/2015	31/05/2017
Level 2 Certificate in Increasing participation in sport and active leisure in community settings (QCF)	4863-26	501/0097/X	30/06/2014	30/06/2016
Level 2 Diploma in Increasing participation in sport and active leisure in community settings (QCF)	4863-26	501/0099/3	30/06/2014	30/06/2016

The Level 2 Award, Certificate and Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (QCF) provide some of the skills and knowledge required to assist those wanting to widen access to sporting activities within communities and by doing so increase participation rates in sport and active leisure by engaging communities and breaking down barriers to participation in sporting activities. Learners will have the opportunity to gain knowledge on the rules and regulations for various sports, how to identify talent in sport, how to work with participants with disabilities in sport and active leisure, along with building a legacy through sport.

Learners who have an interest in coaching will have the opportunity to gain knowledge in this area by taking the following units in either the Certificate or Diploma (these units make up the Level 2 Award in the Principles of Coaching Sport (QCF) and are included in NGB specific UKCC qualifications which are required to be able to coach sport):

- Unit 222 Understanding the fundamentals of coaching sport
- Unit 223 Understanding how to develop participant(s) through coaching sport
- Unit 224 Supporting participant(s)' lifestyle through coaching sport
- Unit 225 Understanding the principles of safe and equitable coaching practice

The Level 2 Award, Certificate and Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (QCF) have been designed by City & Guilds in order to

- 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 Coaching
- 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 Increasing participation in sport and active leisure in community settings (QCF) (4863-26), learners must achieve **11 credits** from the 3 mandatory units (**203, 207 and 314**)

To achieve the Level 2 Certificate in Increasing participation in sport and active leisure in community settings (QCF) (4863-26), learners must achieve **12 credits** from the 4 mandatory units (**203, 207, 314 and 202**) and a minimum of **18 credits** from the optional units available.

To achieve the Level 2 Diploma in Increasing participation in sport and active leisure in community settings (QCF) (4863-26), learners must achieve **12 credits** from the 4 mandatory units (**203, 207, 314 and 202**) and a minimum of **28 credits** from the optional units available.

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
F/601/4316	Unit 203	Health, safety and welfare in sport and active leisure	Mandatory	3
M/601/4344	Unit 207	Factors affecting participation in sport and physical activity	Mandatory	3
J/601/4690	Unit 314	Sports development	Mandatory	5
D/600/8230	Unit 202	Safeguarding and protecting children and young people in sport and active leisure	Mandatory	1
A/601/4671	Unit 209	Sport and society	Optional	5
H/601/4731	Unit 211	Plan, deliver and evaluate sport and leisure activities	Optional	4
Y/600/1734	Unit 214	Understanding the active leisure and learning sector	Optional	2
K/502/2996	Unit 216	Working with participants with disabilities in sport and active leisure	Optional	7

A/601/4329	Unit 218	Rules, regulations and officiating in sport	Optional	4
K/601/4357	Unit 219	Talent identification in sport	Optional	3
M/601/4392	Unit 220	Building legacy through sporting events	Optional	3
M/601/4313	Unit 221	Communication and public relations for sports performers	Optional	3
J/601/2101	Unit 222	Understanding the fundamentals of coaching sport	Optional	3
Y/601/2104	Unit 223	Understanding how to develop participant(s) through coaching sport	Optional	2
H/601/2106	Unit 224	Supporting participants(s)' lifestyle through coaching sport	Optional	2
M/601/2108	Unit 225	Understanding the principles of safe and equitable coaching practice	Optional	2
M/601/7700	Unit 226	People skills in sport and active leisure	Optional	3
M/601/4702	Unit 301	Events organisation in a sport and leisure environment	Optional	3

1.2 Opportunities for progression

On completion of these qualifications candidates may progress into employment or to the following City & Guilds qualifications:

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

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Assessment pack for centres	www.cityandguilds.com or Publications sales (EN-26-4863)

1.4 City & Guilds websites

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

2 Centre requirements

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

Centres already offering City & Guilds qualifications in this subject area

There is **no** fast track approval provision for this qualification.

Existing centres wishing to offer these qualifications must use the **standard** Qualification Approval Process.

2.1 Resource requirements

Human resources

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

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

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

Assessors and Internal Verifiers

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

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

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

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

Age restrictions

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

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

3 Course design and delivery

3.1 Initial assessment and induction

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

The initial assessment should identify

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing
- any units the candidate has already completed, or credit they have accumulated which is relevant to the 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. Please refer to the Assessment pack for these qualifications (see section 4.2)

City & Guilds provides the following assessments:

- Assignments - (EN-26-4863)

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-26-4863

4.3 Recording forms

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

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

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

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

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

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

4.4 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification.

- RPL is allowed and is also sector specific.
- Please refer to Appendix 1 "Relationships to other qualifications" which provides a mapping document to show how the units link to additional qualifications within the City & Guilds portfolio.

5 Units

Availability of units

The units for these qualifications follow.

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

www.accreditedqualifications.org.uk

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- details of the relationship between the unit and relevant national occupational standards
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria.

Summary of units

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional unit	QCF unit number	Credits	GLH
F/601/4316	203	Health, safety and welfare in sport and active leisure	Mandatory	F/601/4316	3	30
M/601/4344	207	Factors affecting participation in sport and physical activity	Mandatory	M/601/4344	3	21
J/601/4690	314	Sports development	Mandatory	J/601/4690	5	42
D/600/8230	202	Safeguarding and protecting children and young people in sport and active leisure	Mandatory	D/600/8230	1	10
A/601/4671	209	Sport and society	Optional	A/601/4671	5	39
H/601/4731	211	Plan, deliver and evaluate sport and leisure activities	Optional	H/601/4731	4	32

Y/600/1734	214	Understanding the active leisure and learning sector	Optional	Y/600/1734	2	15
K/502/2996	216	Working with participants with disabilities in sport and active leisure	Optional	K/502/2996	7	65
A/601/4329	218	Rules, regulations and officiating in sport	Optional	A/601/4329	4	35
K/601/4357	219	Talent identification in sport	Optional	K/601/4357	3	25
M/601/4392	220	Building legacy through sporting events	Optional	M/601/4392	3	30
M/601/4313	221	Communication and public relations for sports performers	Optional	M/601/4313	3	25
J/601/2101	222	Understanding the fundamentals of coaching sport	Optional	J/601/2101	3	22
Y/601/2104	223	Understanding how to develop participant(s) through coaching sport	Optional	Y/601/2104	2	12
H/601/2106	224	Supporting participants(s)' lifestyle through coaching sport	Optional	H/601/2106	2	16
M/601/2108	225	Understanding the principles of safe and equitable coaching practice	Optional	M/601/2108	2	13
M/601/7700	226	People skills in sport and active leisure	Optional	M/601/7700	3	24
M/601/4702	301	Events organisation in a sport and leisure environment	Optional	M/601/4702	3	27

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

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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 207

Factors affecting participation in sport and 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 and 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 and 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 and access to), parental support and guidance, peer group, transport, cost

Strategies

Awareness, campaigns, events and facilities, 'taster sessions', family activities, improved school sports experiences

Level: 3

Credit value: 5

Unit aim

This unit considers the benefits of participating in sport and the importance of developing sport for the nation. The unit also investigates reasons that hinder participation. Learners will research strategies and methods to encourage and motivate people into participating, taking into account barriers that need to be overcome.

This unit will consider national providers of sport development and related organisations.

This unit is a useful subject for all learners but particularly those interested in working in a sport development field.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- 314.1: Understand the benefits of sport and active leisure
- 314.2: Understand methods used to increase participation in sport and active leisure
- 314.3: Understand the main roles of stakeholders involved in developing sport
- 314.4: Understand the importance of access to sport and active leisure

Guided learning hours

It is recommended that **42** hours should be allocated for this unit.

Details of the relationship between the unit and relevant national occupational standards

This unit relates to the 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
- 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.

Underpinning knowledge

The learner can:

1. identify **physical benefits** of sport and active leisure.
2. describe **psychological benefits** of sport and active leisure
3. explain how sport can benefit **local communities**
4. define sport development
5. explain why sports development is **important** to the nation.

Range**Physical benefits**

Better health, improved fitness, reduced levels of obesity, better weight management, longer lifespan, more capable of coping with physical stress

Psychological benefits

Improved self esteem, greater confidence, reduced anxiety and stress, reduced depression, ability to relax more easily, improved sleep, relieves tension, mental resilience

Local communities

Crime reduction, social cohesion, integration of marginalised communities, ethnic engagement, reducing smoking, drugs and alcohol abuse, reducing bullying, getting communities more active

Important

Better health, reduced obesity, saved costs to the NHS, less time sick, greater productivity, more national sporting success, more gold medals, increased national pride, creation of young role models

Unit 314

314.2

Sports development

Understand methods used to increase participation in sport and active leisure

Underpinning knowledge

The learner can:

1. identify **traditional methods** of increasing participation in sport and active leisure
2. describe **innovative methods** of increasing participation in sport and active leisure in the community
3. describe **strategies** to motivate people in sport and active leisure
4. describe sports development **skills** required to maintain high levels of participation in sport and active leisure.

Range

Traditional methods

Taster sessions, junior development programmes, school visits, club memberships, club trials

Innovative methods

Drop in sessions, street games, unusual venues, formal and informal settings, outdoor expeditions, tournaments and competitions, adapted games

Strategies

Making sessions fun, creating competition, encouragement, providing opportunities for progression, recognition of achievement, praise, positive reinforcement, medals, trophies, delegating tasks/responsibility (team captain, cheerleader, supporter), getting parents/friends, family involved

Skills

Good leadership, diplomacy, partnership working, coaching skills, good motivator, people orientated, friendly, positive attitude, fair play, equal opportunity minded, doesn't pre judge, energetic

Unit 314

314.3

Sports development

Understand the main roles of stakeholders involved in developing sport

Underpinning knowledge

The learner can:

1. identify **organisations** that fund sport in the UK
2. identify **national organisations** responsible for sports development
3. describe the different **roles of organisations** that deliver sport in the local community
4. describe the **role of sports development officers**.

Range

Organisations

National Lottery, Central Government (DCMS), Local Authorities, UK Sport, Sports Councils, commercial sponsors

National organisations

Youth Sports Trust, Schools, Colleges, Universities, Local Authorities County Sports Partnerships, National Governing Bodies

Roles of organisations

Participation, performance, elite sports, talent identification, community engagement, fit clubs, Schools (teams, after schools clubs), voluntary sports clubs, football academies

Role of sports development officers

Provide links between schools, clubs and communities, promote participation, provide opportunities for sport, facilitate competitions, secure facilities, seek funding, liaise between sports providers and sponsors, engage with minority and under represented groups

Unit 314

314.4

Sports development

Understand the importance of access to sport and active leisure

Underpinning knowledge

The learner can:

1. identify **barriers** to access in sport and active leisure
2. identify under represented **groups** in sport and active leisure
3. explain **how** barriers to participation can be overcome.

Range

Barriers

Cost, Social disadvantage, poor education, lack of information, travel, distance, health, fitness, prejudice, ethnic, religious, gender, sexual discrimination, clothing, stereotyping, elitist attitudes

Groups

Ethnic minorities, women, senior citizens, teenagers, people with disabilities, socially disadvantaged, unemployed, young offenders, drug and alcohol rehabilitees

How

Affordable prices/free of charge, taking sport to the community, engaging with under represented groups, providing what they want, providing/funding facilities, education programmes, publicity, celebrity endorsement/participation, legislation, linking communities, modify facilities/equipment, provide/train sports coaches/leaders

Unit 202

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

Level: 2

Credit value: 1

Unit aim

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

Learning outcomes

There are **four** outcomes to this unit. The learner will be able to:

- 202.1: Know the foundations of safeguarding and protecting children and young people
- 202.2: Understand how to implement key principles of safeguarding children and young people in sport and active leisure
- 202.3: Understand how to recognise indicators of abuse and neglect
- 202.4: Understand how to respond to reports or suspicion of child abuse and neglect

Guided learning hours

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

Details of the relationship between the unit and relevant national occupational standards

This unit relates to the Level 2 NOS:

- C22 - Promote safety in the sport and activity environment
- C36 - Support the protection of children from abuse

Assessment

This unit will be assessed by an assignment which is externally set and internally marked.

Unit 202

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

202.1

Know the foundations of safeguarding and protecting children and young people

Underpinning knowledge

The learner can:

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

Range

Principles

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

Good working practice

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

Unit 202

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

202.2

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

Underpinning knowledge

The learner can:

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

Range

Duty of care

- Keeping up to date registers of attendance
- Keeping up to date records of contact details
- Maintaining appropriate supervision ratios
- Maintaining up to date information on specific medical conditions – allergies, asthma, epilepsy
- Ensuring that first aid provision is available at the venue
- Ensuring those responsible for supervising the children and young people have been subject to appropriate recruitment and selection processes.

Unit 202

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

202.3

Understand how to recognise indicators of abuse and neglect

Underpinning knowledge

The learner can:

1. identify the different **types** of child abuse or neglect
2. identify the indicators of child abuse or neglect
3. explain how to be alert to potential **indicators** of child abuse or neglect
4. explain how to be alert to risks which individual abusers, or potential abusers may pose to children.

Range

Types

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

Indicators

Become withdrawn, develop low esteem and lack of confidence, develop behavioural (aggression), experience school related issues (loss of concentration, non-attendance), suffer depression, self-harm (in extreme circumstances can cause death), suffer injury, pain

Unit 202

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

202.4

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

Underpinning knowledge

The learner can:

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

Range

Policies

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

Procedures

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

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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 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

209.2

Sport and society

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

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, 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

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 and 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 and 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 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 relevant national occupational standards

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 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.

Details of the relationship between the unit and relevant national occupational standards

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

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

Acts of parliament: Disability Discrimination Act 1995, Children Act 1989, Health and Safety at Work act 1974

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 Operational 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

Level: 2

Credit value: 4

Unit aims

This unit introduces learners to officiating in sport. The unit enables learners to consider the importance of the skills, qualities and responsibilities of officials as well as enabling them to explore the different types and roles of officials in sport.

The unit has elements of practical performance and it is expected that learners are engaged with the analysis and review of other officials as well as self-review. Learners are encouraged to experience a range of officiating roles within the unit in order for them to gain good foundation knowledge of officiating.

It is hoped that learners will gain a deeper insight into the importance of officiating and that they are able to reflect upon the value of officials in maintaining sport. Learners should be encouraged to develop their officiating further as a result of this unit.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 218.1: Know the roles, skills, knowledge and responsibilities of sports officials
- 218.2: Know the rules and regulations of a sport
- 218.3: Be able to review the performance of officials in sport
- 218.4: Be able to officiate a sport

Guided learning hours

It is recommended that **35** hours should be allocated for this unit. This may be on a full or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit relates to the Level 2 NOS:

- OF1 - Develop and maintain own ability to apply rules/laws within the spirit of the sport/activity
- OF2 - Contribute to the health, safety and protection of participants and others during the sport/activity
- OF3 - Establish and maintain effective working relationships as an official
- OF4 - Apply rules/laws during performance
- OF5 - Handle and communicate information as an official

Assessment

This unit will be assessed by an assignment which is externally set and internally marked.

Unit 218

218.1

Rules, regulations and officiating in sport

Know the roles, skills, knowledge and responsibilities of sports officials

Underpinning knowledge

The learner can:

1. identify different **types** of sports officials
2. identify different **roles** of officials in sport
3. identify **skills and knowledge** required to be an effective official in sport
4. outline the **responsibilities** of sports officials.

Range

Types

Referees, line-judges, timekeepers, judges, scorers, assistant referees, umpires, video-referees, 'extra' officials ('4th official'), stewards and/or marshals

Roles

Judge, arbiter, decision-maker, timekeeper, scorekeeper, safety, role-model

Skills & Knowledge

Rules/laws of the game, communication (e.g. verbal, non-verbal - body language and gestures, signs, use of whistle), developing and maintaining relationships, decision-making, organisation

Responsibilities

Fairness, equality, application of rules/laws; safety and well-being of players/participants, spectators, supporters and other officials, clarity and consistency, reports (match reports, safety reports, disciplinary reports), professional approach and role-model (dress, language, attitude)

Unit 218

218.2

Rules, regulations and officiating in sport

Know the rules and regulations of a sport

Underpinning knowledge

The learner can:

1. identify the key rules of a sport
2. identify the laws and regulations of a sport.

Unit 218

218.3

Rules, regulations and officiating in sport

Be able to review the performance of officials in sport

Practical skills

The learner can:

1. complete observation feedback forms on sports officials
2. identify **strengths and areas for development** in the performance of sports officials

Underpinning knowledge

The learner can:

1. describe how to review the performance of officials.

Range

Strengths and areas for development

Against expected levels of competence, application of the rules, regulations and laws, decision-making managing discipline and conflict, use of signals and communication methods, relationships with players/participants and officials ('teamwork'), health, safety and security

Unit 218

218.4

Rules, regulations and officiating in sport

Be able to officiate a sport

Practical skills

The learner can:

1. carry out an officiating role in a sport
2. review own performance
3. evaluate own strengths and areas for development in performance as a sports official

Underpinning knowledge

The learner can:

1. describe how to carry out the role of a sports official
2. describe methods to improve performance as a sports official.

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Level: 2

Credit value: 3

Unit aim

This unit introduces learners to the importance and relevance of talent identification and development systems in sport and competition pathways. In addition, learners will have the opportunity to consider the predictors of talent for individuals as well as to undertake independent research activity into the types and quality of past, current and/or future programmes.

Learners will have the opportunity to explore and discuss the influences and benefits of and success of talent identification and development systems/programmes.

Centres are encouraged, where possible, to make use of available trips, visits and guest speakers to enliven discussions and bring reality to research and assessment tasks.

Learning outcomes

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

219.1: Know the predictors used to identify potential and talent in sport

219.2: Understand how sporting talent is developed and maintained

219.3: Understand reasons for developing talent identification systems

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full or part-time basis.

Assessment

This unit will be assessed by an assignment which is externally set and internally marked.

Unit 219

219.1

Talent identification in sport

Know the predictors used to identify potential and talent in sport

Underpinning knowledge

The learner can:

1. define talent identification
2. identify potential **predictors** of talent in sport
3. describe how predictors are used to identify potential **participation pathways**.

Range

Predictors

Social, physical, physiological, psychological, technical/skill

Participation pathways

Unisport/team sport, multisport, unidimensional, multidimensional

Unit 219

219.2

Talent identification in sport

Understand how sporting talent is developed and maintained

Underpinning knowledge

The learner can:

1. outline the aim of the sports development continuum
2. identify **key personnel** who contribute to the success of talent development
3. identify **factors** which impact on talent development
4. describe methods used to engage individuals with talent.

Range

Key personnel

Mentors, parents, coaches, teachers, leaders, role models, peers

Factors

Ambition, socio-economic status, support, facilities, access, awareness

Unit 219

219.3

Talent identification in sport

Understand reasons for developing talent identification systems

Underpinning knowledge

The learner can:

1. explain the importance of investing in talent identification systems
2. describe benefits of talent identification systems to **individuals**
3. describe benefits of talent identification systems to **organisations**
4. identify **threats** to the success of talent identification systems.

Range

Individuals

Athletes/performers

Organisations

National Governing Bodies, education (primary & secondary schools, colleges), teams/clubs

Threats

Funding, facilities, poor use of talent predictors, coaching, political agendas

Level: 2

Credit value: 3

Unit aim

This unit aims to give learners an insight to reasons that governments, companies and individuals invest considerable time and money on sport, sports development and the organisation of sporting events.

The unit will encourage learners to explore both the perceived and real benefits of investment in sport. Learners will look to past, current and future case-studies to explore the rationale and motivations for sports development and investment in international sports events. In doing so learners will uncover the 'legacy' of sport.

Learners will be encouraged to discuss and undertake independent research activities during this unit and it is hoped that they will develop their own ideas, opinions and thinking skills. As a result the unit has steered away from too much prescribed content in an attempt to encourage learners and teachers to develop independent ideas.

Learners will need to have prior understanding of sport development

Learning outcomes

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

- 220.1: Know the benefits of sport to individuals, communities and nations
- 220.2: Know the relationship between sports events and legacy
- 220.3: Understand the factors that help to make sports legacy successful

Guided learning hours

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

Details of the relationship between the unit and relevant national occupational standards

This unit relates to the following NOS:

- D210 - Promote equality and diversity in sport and physical activity
- D61 - Facilitate community-based sport and physical 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 220

220.1

Building legacy through sporting events

Know the benefits of sport to individuals, communities and nations

Underpinning knowledge

The learner can:

1. describe the principal benefits of sport to individuals
2. describe the principal benefits of sport to communities and nations
3. describe common community needs that could be resolved through sporting interventions.

Unit 220

220.2

Building legacy through sporting events

Know the relationship between sports events and legacy

Underpinning knowledge

The learner can:

1. describe **sporting legacy**
2. outline national sports legacy development initiatives and competition bids
3. describe how **major** sports events **impact on society** at a national and local level
4. describe the **impact** of major sports events **on sport**.

Range

Sporting legacy

Medal success, sports development, increased participation, facility development and capacity building, harnessing the power of sport events, social, economic, environmental, tourism and regeneration

Major

National, international, high profile

Impact on society

Economic, environmental, tourism and regeneration

Impact on sport

Medal success, sports development, increased participation, facility development, coaching and capacity development

Unit 220

220.3

Building legacy through sporting events

Understand the factors that help to make sports legacy successful

Underpinning knowledge

The learner can:

1. describe the **factors** that affect the success of sports legacy
2. identify **measures** that are used to evaluate the success of legacies through sport.

Range

Factors

Marketing (market research, activities), branding, quality of project/initiative, competition/competitors, price/cost and value for money, market environment, (recession, taxation, central funding/grants) 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, tourism, regeneration, increased employment and community engagement, improved infrastructure, improved and sustained participation rates

Level: 2

Credit value: 3

Unit aim

This unit will enable the learner to explore the different forms of communication and codes of conduct that apply to different public relations activities. It will introduce the learner to the importance of personal and professional conduct at all times and enable them to develop a sense of their own image. The unit will also allow the learner to research different types of media coverage associated with sports performers.

Learning outcomes

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

221.1: Understand the principles of communication and public relations for sports performers

221.2: Know the influence media has on sport

221.3: Be able to participate in public relations activities

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full 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
- ES7 - Communicate and work effectively with other people whilst seeking to achieve excellence in your sport

Assessment

This unit will be assessed by an assignment which is externally set and internally marked.

Unit 221

Communication and public relations for sports performers

221.1

Understand the principles of communication and public relations for sports performers

Underpinning knowledge

The learner can:

1. explain the **importance** of presenting a professional image
2. describe how to use different **communication skills** to support personal and professional development.

Range

Importance

Represent self, others, an organisation, seen as a role model

Communication skills

Listening skills including active listening and clarifying, body language, eye contact, facial expression, questioning

Unit 221

Communication and public relations for sports performers

221.2

Know the influence media has on sport

Underpinning knowledge

The learner can:

1. identify **types** of media that can impact on sport
2. describe **positive effects** of media involvement in sport
3. describe **negative effects** of media involvement in sport.

Range

Types

Television, radio, newspaper, magazines, internet, fan clubs, books

Positive effects

Promotion of sport, royalties, public awareness

Negative effects

Biased reporting, public perception, create unrealistic expectations, pressure on sports performers

Unit 221

Communication and public relations for sports performers

221.3

Be able to participate in public relations activities

Practical skills

The learner can:

1. prepare to participate in **public relations activities**
2. participate in **public relations activities**
3. reflect on and review performance in **public relations activities**

Underpinning knowledge

The learner can:

1. describe reasons for attending different types of **public relations activities**
2. explain the importance of preparing for a **public relations activity**
3. describe steps to prepare for **public relation activities**
4. describe protocols that should be followed for different types of **public relations activities**.

Range

Public relations activities

Testimonials, dinners, fund raising, presentation evenings, openings, official visits, media interviews/press conferences

Level: 2

Credit value: 3

Unit aim

This unit assesses the coach's understanding of their role in the planning, implementing, analysing and revising coaching sessions. They also will identify a range of methods of developing learning, performance and the effective management of participant behaviour.

Learning outcomes

There are **five** outcomes to this unit. The learner will be able to:

- 222.1 Understand the role of a coach
- 222.2 Understand the coaching process
- 222.3 Understand participant(s)' learning styles
- 222.4 Understand behaviour management
- 222.5 Understand how to reflect on a coaching session

Guided learning hours

It is recommended that **22** 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:

- D472 - Plan a series of sports coaching
- D473.3 - Establish and maintain working relationships
- D474.1 - Prepare participants for coaching sessions
- D475 - Monitor and evaluate sports coaching sessions

Assessment

This unit will be assessed by an assignment which is externally set and internally marked.

Underpinning knowledge

The learner can:

1. describe how to ensure that the **participant** is at the centre of the coaching process
2. explain how to empower **participant(s)**' choice, discovery of solutions and need to develop at their own pace
3. describe how to develop and maintain positive relationships with and between **participant(s)**
4. describe how to provide a coaching **environment** that motivates, recognises and values diversity, controls risk, encourages challenge, enjoyment and achievement
5. identify **methods** to develop **participant(s)**' confidence and self esteem
6. describe how to identify **opportunities** for the coach to reflect and develop their coaching practice
7. list the different **support personnel** that can contribute to coaching sessions
8. describe how **support personnel** can be used to contribute to coaching sessions
9. explain the importance of positively promoting the role of **officials** in competition
10. define what is acceptable in terms of a coach:**participant** relationship
11. explain the **consequences** of not adhering to the principles of what is acceptable in terms of a coach:**participant** relationship
12. identify the **components** of a Code of Practice for coaching which allows high standards of personal conduct to be maintained and a positive image of the sport to be projected
13. outline the types of **information** that the coach should provide to **participant(s)** after a coaching session.

Range

Participant/(s)

Adult, child, person with particular requirements

Environment

Safe, supportive, encouraging, enjoyable, relaxed, challenging

Methods

Praise, encouragement, support, maximum participation, attention

Opportunities

Debrief, evaluation, courses, colleagues

Support personnel

Assistant coaches, parents, volunteers, nutritionist, psychologist, physician, physiotherapist, physiologist

Officials

Referees, line judges, timekeepers, judges, scorers, assistant referees, umpires, video referees, extra officials (e.g. fourth official), stewards/marshals

Consequences

Accusations, loss of respect, damaged reputation, license revoked, loss of employment

Components

Personal, participants, spectators, officials, other coaching staff, rights, responsibilities, professional standard

Information

Review of session, storage of equipment, details of next session, dispersal arrangements

Underpinning knowledge

The learner can:

1. outline how to identify participant(s)' **needs**
2. list the **sources of information** that a coach can use when planning and preparing coaching sessions
3. identify the types of **information about participants** which should be treated confidentially
4. describe the **stages and components** of the coaching process
5. describe how to plan coaching sessions that meet participant(s)' **needs**
6. explain how individual coaching sessions support the **aims** of the wider coaching programme
7. explain the process of setting SMART goals/objectives
8. describe how to start and end a coaching session
9. explain how the physical and psychological capabilities of participant(s) will influence the content and structure of the session
10. describe different types of demonstrations that encourage learning
11. explain how to balance instruction, facilitation, and demonstration within sessions
12. describe how to use listening skills
13. describe how to select language that is appropriate to participant(s)
14. list how the coach can establish the views of participant(s) about the coaching sessions
15. identify **situations** when a coach may need to change or adapt a session
16. describe how to give constructive feedback to participant(s)
17. identify how to cater for an individual's **needs** within group coaching
18. describe how to organise group coaching sessions.

Range

Needs

Health and safety, welfare, challenge, support, enjoyment, inclusion, respect, access, equipment

Sources of information

Participant, facility, mentor, National Governing Body, coaching publications, internet

Information about participants

Learning difficulties, medical conditions, contact details, personal circumstances

Stages and components

Plan, do, review

Aims

Safe, enjoyable, social development, health and fitness, personal development, progressive, talent identification

Situations

Weather, facility, equipment, participant numbers, performance, behaviour

Unit 222

Understanding the fundamentals of coaching sport

222.3

Understand participant(s)' learning styles

Underpinning knowledge

The learner can:

1. outline different **learning styles and needs**
2. explain how to consider participant(s)' **learning styles and needs** when planning coaching sessions
3. describe the difference between the ways that adults and children learn
4. define the principles of monitoring and evaluating learning
5. describe how the coach can support participant(s) in taking responsibility for their own learning
6. describe how to manage different learning styles and learning needs, in group coaching.

Range

Learning styles and needs

Visual, audible, reading, kinaesthetic

Principles

Collaborative, formative, open, supportive

Underpinning knowledge

The learner can:

1. identify the **principles** of positive behaviour management
2. describe how to develop a behaviour management strategy for coaching sessions
3. outline **ground rules** for positive behaviour during coaching sessions
4. outline the methods of communicating and implementing **ground rules**
5. explain the importance of fair and consistent behaviour management
6. explain how to encourage and reward positive behaviour
7. identify the types of behaviour by participant(s) and others that may cause emotional distress
8. explain how to respond as a coach to behaviour by participant(s) that may cause emotional distress
9. describe how to respond to **discriminatory behaviour**
10. describe the procedures to be followed if a participant wants to complain about discrimination.

Range**Principles**

Ground rules, shared responsibility, praise

Ground rules

Appropriate language, listening, respect, effort, teamwork

Discriminatory behaviour

Bullying, sexism, racism, ageism

Unit 222

Understanding the fundamentals of coaching sport

222.5

Understand how to reflect on a coaching session

Underpinning knowledge

The learner can:

1. identify valid sources of feedback from participant(s) and support staff
2. explain how to do each of the following as part of self-reflection:
 - make self-assessment of skill level
 - identify action to be taken
3. use different methods of self-reflection
4. outline how to use **evidence** of own performance
5. list **factors** that impact on the ability to identify own development needs
6. identify methods for personal action planning and the prioritisation of such planning
7. describe how to measure each of the following:
 - the quality of the coaching experience
 - participant development
8. the quality assurance mechanisms used
9. describe how to use information taken from evaluations to improve the programme/session.

Range

Evidence

Statistics, performance scores/results, times, video footage.

Factors

Subjective, ability to observe, mental attitude

Unit 223

Understanding how to develop participant(s) through coaching sport

Level: 2

Credit value: 2

Unit aim

This unit assesses the coach's understanding of the principles of planning, delivering and evaluating coaching sessions which improve participant(s)' performance in sport.

Learning outcomes

There are **four** outcomes to this unit. The learner will be able to:

- 223.1 Understand the principles of planning coaching sessions
- 223.2 Understand the principles of skill development through coaching sessions
- 223.3 Understand the how the stages of participant(s)' development impact on their coaching
- 223.4 Understand the principles of evaluation in coaching

Guided learning hours

It is recommended that **12** 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:

- D472 - Plan a series of sports coaching sessions
- D473 - Prepare the sports coaching environment
- D474 - Deliver a series of sports coaching sessions
- D475 - Monitor and evaluate sports coaching sessions

Assessment

This unit will be assessed by an assignment which is externally set and internally marked.

Unit 223

Understanding how to develop participant(s) through coaching sport

223.1

Understand the principles of planning coaching sessions

Underpinning knowledge

The learner can:

1. identify the **information** required to plan coaching sessions
2. identify health and safety **requirements** that may impact on coaching sessions
3. describe how to establish **goals** for coaching sessions based on participant(s)' needs
4. identify sport-specific technical content to be included in coaching session plans
5. list a range of **coaching styles**
6. explain the use of different **coaching styles**
7. describe how fun and enjoyment in coaching sessions can impact on learning
8. describe the **components** of planning a progressive coaching sessions
9. identify other appropriate **people** who can contribute to the delivery of coaching sessions and describe their potential contributions
10. describe how coaching sessions might be adapted as a result of unforeseen changes to the coaching environment or participant(s)' needs.

Range

Information

Age, ability, prior experience, review of previous session or performance, feedback from participants, facility details, equipment requirements, risk assessment factors

Requirements

Risk assessment, venue, surface, equipment, type of activity, behaviour, participant numbers, weather

Goals

Improve, enjoy, develop, interact, engage

Coaching styles

Question and answer, guided discovery, command, autocratic, democratic, laissez-faire

Components

Warm up, unopposed, opposed, game related, performance, cool down, developmental

People

Assistant coach, parent, volunteer

Unit 223

Understanding how to develop participant(s) through coaching sport

223.2

Understand the principles of skill development through coaching sessions

Underpinning knowledge

The learner can:

1. define:
 - skill coordination
 - motor skill learning
 - skill acquisition
 - skill retention
 - skill transfer
2. describe the **basic methods** of analysing participant(s)' performance
3. identify **factors** that affect the development of participant(s)' skills in sport
4. describe the organisational requirements for the delivery of coaching sessions
5. describe the different **techniques** available for developing participant(s)' skill through coaching
6. identify **methods** to support participant development
7. identify **sources** of feedback which will support participant(s)' development
8. explain the importance of gaining feedback from participant(s).

Range

Basic methods

Observation, scoring, participant feedback, video, statistics

Factors

Physical capability, mental capability, cognitive development, opportunities, practice

Techniques

Practice (eg whole-part-whole, trial and error), repetition, demonstration, observation

Methods

Mentoring, observations, feedback, motivation, encouragement, challenge, success

Sources

Participant, coach, team mates, officials, statistics, video analysis

Unit 223

Understanding how to develop participant(s) through coaching sport

223.3

Understand the how the stages of participant(s)' development impact on their coaching

Underpinning knowledge

The learner can:

1. describe the progressive **stages** of development through maturity
2. identify how the participant(s)' stage of development affects the content of coaching sessions
3. identify how participant(s)' stage of development impacts on the coaching **environment**
4. identify what **influence** training and competition have throughout the different stages of development.

Range

Stages

Physical, intellectual, emotional, social, moral

Environment

Session duration, lesson content, participant numbers, fitness element, learning style

Influence

Fun, motor development, skill acquisition, physical capabilities, fitness, winning, retain involvement, welfare

Unit 223

Understanding how to develop participant(s) through coaching sport

223.4

Understand the principles of evaluation in coaching

Underpinning knowledge

The learner can:

1. explain the principles of evaluating coaching sessions
2. identify a variety of evaluation **methods** that can be used to monitor participant(s)' development and learning
3. Identify types of **information** that can be gathered to monitor participant(s)' development and learning
4. identify appropriate other **people** who can contribute to the evaluation of coaching sessions
5. describe how and when to gather **information** on current coaching practice from participant(s) and others
6. explain how the feedback from participant(s) and others should impact on future coaching practice
7. describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development.

Range

Methods

Performance indicators, verbal feedback, questionnaires, observations, testing

Information

Statistical analysis, test results, feedback, performance scores, video analysis

People

Participants, coaches, team officials, support staff

Unit 224

Supporting participant(s)' lifestyle through coaching sport

Level: 2

Credit value: 2

Unit aim

This unit assesses the coach's understanding of the lifestyle factors of nutrition, physical conditioning, mental preparation and awareness of drugs, which underpin performance in sport.

Learning outcomes

There are **four** outcomes to this unit. The learner will be able to:

- 224.1 Understand basic nutrition and hydration principles for sports performance
- 224.2 Understand physical conditioning for sport
- 224.3 Understand principles of mental preparation in sport
- 224.4 Understand how to support participant awareness of drugs in sport

Guided learning hours

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

Details of the relationship between the unit and relevant national occupational standards

This unit relates to the following NOS:

- D472 - Plan a series of sports coaching sessions
- D473 - Prepare the sports coaching environment
- D474 - Deliver a series of sports coaching sessions
- D475 - Monitor and evaluate sports coaching sessions

Assessment

This unit will be assessed by an assignment which is externally set and internally marked.

Unit 224

Supporting participant(s)' lifestyle through coaching sport

224.1

Understand basic nutrition and hydration principles for sports performance

Underpinning knowledge

The learner can:

1. identify the five different **food/nutritional groups**
2. describe the **principles** of good nutrition as it relates to sports performance
3. describe the **principles** of hydration
4. identify the **signs** and **symptoms** of dehydration
5. describe the **principles** of weight management as appropriate to specific sports
6. explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition.

Range

Food groups

Fruit/vegetables, starchy foods, meat/fish/eggs/beans, milk and dairy, fats and sugars

Nutritional groups

Protein, carbohydrates, water, fibre, fat, vitamins and minerals

Principles

Specificity, timing, balanced, recovery, varied

Signs

Dry skin, dark urine, skin flushing

Symptoms

Thirst, lack of concentration, fatigue, chills

Unit 224

Supporting participant(s)' lifestyle through coaching sport

224.2

Understand physical conditioning for sport

Underpinning knowledge

The learner can:

1. identify the components of **physical** and **skill-related** fitness
2. describe the physical capabilities required for a sport
3. describe the principles of injury prevention in training
4. describe how to support participant(s) in the management of injury
5. identify methods of training different physical components in participant(s)
6. identify the basic anatomy and biomechanical demands of a sport related activity
7. identify specific physical testing **protocols** for a sport related activity
8. identify **methods** to enhance participant recovery time from session to session.

Range

Physical

Strength, flexibility, stamina, speed, body composition

Skill related

Coordination, agility, balance, power, reaction time

Protocols

Bleep test, VO2 max, sit and reach, skinfold tests, Illinois agility run, vertical jump, sprint, handgrip

Methods

Rest, stretch, cool down, nutrition, rehydration, active recovery, massage, sleep, overtraining

Unit 224

Supporting participant(s)' lifestyle through coaching sport

224.3

Understand principles of mental preparation in sport

Underpinning knowledge

The learner can:

1. identify the **mental capabilities** required for a sport related activity
2. identify key **methods** for improving participant(s):
 - confidence
 - concentration
 - motivation
 - emotional control
 - cohesion
3. describe the principles of participant(s)' development at the different stages of cognitive, emotional and social development
4. outline how a coach can profile participant(s)' mental skills
5. describe the basic coach intervention **techniques** for developing **mental skills** for training and competition.

Range

Mental capabilities

Thought, tactical awareness, intuition, imagination, concentration, visualisation, stress management

Methods

Mental imagery, relaxation, SMART objectives, influencing language

Techniques

Cognitive (e.g. mental rehearsal, visualisation), somatic (e.g. relaxation, meditation)

Mental skills

Control, commitment, confidence, concentration, competitiveness, resilience

Unit 224

Supporting participant(s)' lifestyle through coaching sport

224.4

Understand how to support participant awareness of drugs in sport

Underpinning knowledge

The learner can:

1. outline the **ethical issues** surrounding drug taking in sport
2. identify **sources** of information on drugs in sport
3. outline the consequences for participant(s) in taking **supplementation** or **prescription medicines**.

Range

Ethical issues

Equal conditions, cheating, performer's health, competitive characteristics, prevalent attitude, media pressure, public expectation, financial rewards

Sources

Coach, officials, National Governing Bodies, World Anti-Doping Agency, publications, internet, consultants

Supplementation

Protein, creatine, caffeine, glutamine, omega 3 fatty acids, vitamins, minerals, antioxidants

Prescription medicines

Licensed, regulated, common cures

Unit 225

Understanding the principles of safe and equitable coaching practice

Level: 2

Credit value: 2

Unit aim

This unit assesses the coach's understanding of how to ensure that their coaching is safe and equitable.

Learning outcomes

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

- 225.1 Understand how to ensure participant(s)' safety during sport-specific coaching sessions
- 225.2 Understand how to ensure equitable coaching of sport-specific activities

Guided learning hours

It is recommended that **13** 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:

- D472 - Plan a series of sports coaching sessions
- D473 - Prepare the sports coaching environment
- D474 - Deliver a series of sports coaching sessions
- D475 - Monitor and evaluate sports coaching sessions

Assessment

This unit will be assessed by an assignment which is externally set and internally marked.

Unit 225

Understanding the principles of safe and equitable coaching practice

225.1

Understand how to ensure participant(s)' safety during sport-specific coaching sessions

Underpinning knowledge

The learner can:

1. describe the health and safety **requirements** that are relevant to planned sport-specific activities and competition
2. describe how to structure coaching sessions to minimise the risk of injury to participant(s)
3. explain how to plan for **contingencies** to coaching sessions as a result of **external influences**
4. explain how to implement **contingencies** to coaching sessions as a result of **external influences**
5. describe the **principles** for checking the safe functionality of equipment used during sport-specific activities and competition
6. outline the **main rules/regulations** of the sport/activity appropriate to the level of the participant(s)
7. explain how to interpret and communicate the **rules/regulations** of the sport/activity to participant(s)
8. describe the coach's **duty of care** responsibilities for participant(s), including children
9. outline the coach's responsibilities for ensuring that the **coaching environment** is maintained appropriately
10. describe the following **requirements** for ensuring the protection of children from abuse:
 - legal requirements
 - sport-specific requirements
11. describe the **insurance requirements** on a coach operating in a coaching environment.

Range

Requirements

Coach credentials, risk assessment, facility, equipment

Contingencies

Session plan, equipment, venue/facility, timings

External influences

Weather, surface, equipment, difficulty level, attendance, group size

Principles

Test, observation, safety, removal, reporting

Rules/regulations

Technical content, safety requirements, resource needs, National Governing Body guidelines

Duty of care

Loci parentus, supervision, safety, well being, physical, emotional

Coaching environment

Facility, surface, equipment, participants, atmosphere

Legal requirements

Age of coach, CRB checks, recruitment policy, National Governing Body specifics

Insurance requirements

Public liability, employers liability, professional indemnity

Unit 225

Understanding the principles of safe and equitable coaching practice

225.2

Understand how to ensure equitable coaching of sport-specific activities

Underpinning knowledge

The learner can:

1. describe the following requirements impacting on equitable coaching:
 - legal requirements
 - sport-specific requirements
2. explain the **purpose** of sport-specific Codes of Practice for coaching
3. explain how sport-specific Codes of Practice for coaching **impact** on coaching behaviour
4. describe **methods** to minimise barriers to participant development
5. explain what **information** is required in order to provide appropriate and safe opportunities for disabled participant(s) and specific populations
6. describe the nature of **impairments** and how their implications may affect aspects of the coaching process
7. describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment
8. describe how and when to involve **support staff** to ensure participant(s)' needs are provided for within the coaching activity
9. describe how to adapt and progress activities and sessions
10. describe how to prepare athletes for competition
11. identify types of **performance enhancing drugs** and **illegal substances**
12. explain how a coach can discourage the use of **performance enhancing drugs** and any **illegal substances**.

Purpose

Safety, inclusion, enjoyment, development, protection

Impact

Participation figures, relative safety, disciplinary incidents, retention statistics

Methods

Learning styles, session planning, equipment used, equality

Information

Medical conditions, particular requirements, equipment provision, coach experience and qualifications, coaching support staff

Impairments

Cognitive, learning, psychological, emotional, physical

Support staff

Assistant coaches, parents, volunteers

Performance enhancing drugs

Mass builders (eg steroids, hormones), stimulants, painkillers, sedatives, diuretics, maskers

Illegal substances

Anabolic steroids, cannabis, opiates, heroine, morphine, methamphetamine

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

226.1

People skills in sport and active leisure

Understand the importance of personal standards in sport and leisure

Underpinning knowledge

The learner can:

1. 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

226.2

People skills in sport and active leisure

Be able to work with team-mates and colleagues

Practical skills

The learner can:

1. communicate effectively with **team-mates and colleagues**
2. display positive attitudes and behaviours towards team-mates and colleagues

Underpinning knowledge

The learner can:

1. outline **factors** which contribute to good working relationships
2. 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

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

Range

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)

Unit 301

Events organisation in a sport and leisure environment

301.4

Understand the consideration of attendees at different types of events

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 QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for RPL.

		SPORT					
		LEVEL 2			LEVEL 3		
Unit No.	Unit title	4863-23 Level 2 Award	4863-23 Level 2 Certificate	4863-23 Level 2 Diploma	4863-33 Level 3 Award	4863-33 Level 3 Certificate	4863-33 Level 3 Diploma
203	Health, safety and welfare in sport and active leisure	M	M	M			
202	Safeguarding and protecting children and young people in sport and active leisure		M	M		M	M
209	Sport and society		O	O			
211	Plan, deliver and evaluate sport and leisure activities		O	O			
214	Understanding the active leisure and learning sector	M	M	M			
216	Working with participants with disabilities in sport and active leisure		O	O		O	O
226	People skills in sport and active leisure		O	O			
301	Events organisation in a sport and leisure environment		O	O			

		INCREASING PARTICIPATION IN SPORT & ACTIVE LEISURE IN COMMUNITY SETTINGS			EMPLOYMENT AWARENESS IN ACTIVE LEISURE & LEARNING	COACHING - AWARD IN THE PRINCIPLES OF COACHING SPORT	
		LEVEL 3			LEVEL 2	LEVEL 2	LEVEL 3
Unit No.	Unit title	4863-36 Level 3 Award	4863-36 Level 3 Certificate	4863-36 Level 3 Diploma	4835-02 Level 2 Award	4961-60 Level 2 Award	4961-90 Level 3 Award
Unit 202	Safeguarding and protecting children and young people in sport and active leisure		M	M			
Unit 214	Understanding the active leisure and learning sector				M		
Unit 216	Working with participants with disabilities in sport and active leisure		O	O			
Unit 219	Talent identification in sport		O	O			
Unit 222	Understanding the fundamentals of coaching sport					M	
Unit 223	Understanding how to develop participant(s) through coaching sport					M	
Unit 224	Supporting participants(s)' lifestyle through coaching sport					M	
Unit 225	Understanding the principles of safe and equitable coaching practice		O	O		M	M

Appendix 2 Sources of general information

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

Providing City & Guilds qualifications – a guide to centre and qualification approval

contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***
Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***
Contains dates and information on the latest Centre events
- ***Online assessment***
Contains information on how to register for GOLLA assessments.

City & Guilds

Skills for a brighter future



www.cityandguilds.com

Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

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

City & Guilds

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