

# Level 3 Award, Certificate & Diploma in Sport (4863-33)

Qualification handbook for centres



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# Level 3 Award, Certificate & Diploma in Sport (4863-33)

## Qualification handbook for centres

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Version and date	Change detail	Section
1.2 May 2018	Added GLH and TQT details	Qualification structure
	Removed QCF	Throughout
1.1 Aug 2014	Added Test specifications	Assessment

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# 1 Introduction to the qualification

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

<b>Qualification title and level</b>	<b>City &amp; Guilds qualification number</b>	<b>Qualification accreditation number</b>	<b>Last registration date</b>	<b>Last certification date</b>
Level 3 Award in Sport	4863-33	500/9917/6	30/04/2014	30/04/2017
Level 3 Certificate in Sport	4863-33	501/0046/4	31/12/2013	31/12/2016
Level 3 Diploma in Sport	4863-33	500/9830/5	31/12/2013	31/12/2016

The Level 3 Award, Certificate and Diploma in Sport are part of a flexible suite of qualifications, designed in consultation with both industry and educational experts, to offer total flexibility to centres to help improve the candidate's learning environment and provide fit-for-purpose qualifications for those who are working or who wish to work in the sport and active leisure industry. These qualifications develop the knowledge required for health, safety and risk management, anatomy and physiology for exercise and health, factors affecting participation in sport and physical activity, safeguarding and protecting children and young people in sport, funding and sponsorship, events management for sport and leisure and also involves practical elements to participation in sport such as physical preparation and technical and tactical requirements for sports performance.

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

The Level 3 Award, Certificate and Diploma in Sport have been designed by City & Guilds in order to

- replace the City and Guilds Level 3 Progression Award in Sport and Leisure (6951-03)
- allow candidates from 16+ 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 Advanced Apprenticeship Frameworks in Leisure Management, Sports Development and Sporting Excellence (AASE)
- 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 Advanced Diploma in Sport & Active Leisure. It has been designed to:

- complement principal learning within the Advanced 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 at this level
- 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 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 3 Award in Sport (4863-33)**, learners must achieve **11 credits** from the 3 mandatory units **(302, 303 and 312)**

**To achieve the Level 3 Certificate in Sport (4863-33)**, learners must achieve **12 credits** from the 4 mandatory units **(302, 303, 312 and 202)** and a minimum of **15 credits** from the optional units available.

**To achieve the Level 3 Diploma in Sport (4863-33)**, learners must achieve **12 credits** from the 4 mandatory units **(302, 303, 312 and 202)** and a minimum of **26 credits** from the optional units available.

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
Y/601/4936	Unit 302	Health, safety and risk management in sport and active leisure	Mandatory	5
H/601/7676	Unit 303	Customer service in sport and active leisure	Mandatory	3
F/600/1758	Unit 312	Understanding the active leisure and learning sector	Mandatory	3
D/601/8230	Unit 202	Safeguarding and protecting Children and young people in sport and active leisure	Mandatory	1
K/502/2996	Unit 216	Working with participants with disabilities in sport and active leisure	Optional	7
J/600/0840	Unit 217	Understanding employment rights and responsibilities	Optional	2
D/601/7689	Unit 304	Operational management of sport and leisure facilities	Optional	6



R/601/3414	Unit 305	Physical preparation for sports performance	Optional	5
Y/601/4998	Unit 306	Injuries in sport	Optional	5
Y/601/7674	Unit 307	Factors affecting participation in sport and physical activity	Optional	4
M/601/7678	Unit 308	Sport as a business	Optional	4
M/601/4764	Unit 309	Lifestyle management for sports performers	Optional	4
A/601/3410	Unit 310	Technical and tactical requirements for sport	Optional	4
R/601/4790	Unit 311	Communication and public relations for sports performers	Optional	4
A/600/9051	Unit 313	Anatomy and physiology for exercise and health	Optional	6
T/601/0067	Unit 401	Event management in sport and leisure	Optional	3
T/601/0070	Unit 402	Funding and sponsorship in sport	Optional	3

## Total Qualification Time

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

Title and level	GLH	TQT
Level 3 Award in Sport	90	110
Level 3 Certificate in Sport	215	270
Level 3 Diploma in Sport	324	380

## **1.2 Opportunities for progression**

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

- 4863-36 City & Guilds Level 3 Award, Certificate & Diploma in Increasing Participation in Sport & Active Leisure in Community Settings
- Level 3 NVQ in Sports Development
- Level 3 NVQ in Leisure Management
- Level 4 NVQ in Sport and Active Leisure
- City & Guilds Level 4 Higher Professional Diploma in Sport and Active Leisure

### 1.3 Qualification support materials

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

Description	How to access
fast track approval forms/generic fast track approval form	<b>www.cityandguilds.com</b>
Assessment pack for centres	<b>www.cityandguilds.com</b> or Publications sales (EN-33-4863)

### 1.4 City & Guilds websites

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

## 2 Centre requirements

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

### Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the Level 3 Progression Award in Sport and Leisure (6951-03) may apply for approval for the new Level 3 Award, Certificate and Diploma in Sport (4863-33) using the **fast track approval form**, available from the City & Guilds website.

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

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

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

### 2.1 Resource requirements

#### Human resources

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

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

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

#### Assessors and internal verifiers

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

#### Continuing professional development (CPD)

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

## **2.2 Candidate entry requirements**

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

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

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

### **Age restrictions**

These qualifications are not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

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, units 217 and 313 will be assessed by an online multiple choice test (GOLA). Please refer to the Assessment pack for these qualifications (see section 4.2)

City & Guilds provides the following assessments:

- Assignments - (EN-33-4863)

### 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](http://www.cityandguilds.com) or EN-33-4863

### 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](http://www.cityandguilds.com/eportfolios).

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

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

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

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

### 4.4 Recognition of prior learning (RPL)

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

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

## 4.5 Test specifications

The way the knowledge is covered by each test is laid out in the tables below:

**Test 1:** Unit 217 Principles of exercise, fitness and health

**Duration:** 60 minutes

Unit	Outcome	Number of questions	%
217	1 Understand the effects of exercise on body systems	10	25
	2 Understand the components of fitness	3	7.5
	3 Understand how to apply the principles and variables of fitness to an exercise programme	10	25
	4 Understand the Exercise contraindications and key safety guidelines for special populations	4	10
	5 Understand how to safely monitor exercise intensity	1	2.5
	6 Understand the health benefits of physical activity	2	5
	7 Understand the importance of healthy eating	10	25
<b>Total</b>		<b>40</b>	<b>100</b>

## 4.6 Test specifications

The way the knowledge is covered by each test is laid out in the tables below:

**Test 1:** Unit 313 Anatomy and physiology for exercise and fitness

**Duration:** 75 minutes

Unit	Outcome	Number of questions	%
313	1 Understand the heart and circulatory system and its relation to exercise and health	6	13
	2 Understand the musculoskeletal system and its relation to exercise	14	30
	3 Understand postural and core stability	8	17
	4 Understand the nervous system and its relation to exercise	10	22
	5 Understand the endocrine system and its relation to exercise	4	9
	6 Understand energy systems and their relation to exercise	4	9
<b>Total</b>		<b>46</b>	<b>100</b>



## 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](http://www.accreditedqualifications.org.uk)

### Structure of units

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

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

### Summary of units

unit number	City & Guilds unit number	Title	Mandatory/ optional unit	Credits	GLH
Y/601/4936	302	Health, safety and risk management in sport and active leisure	Mandatory	5	41
H/601/7676	303	Customer service in sport and active leisure	Mandatory	3	26
F/600/1758	312	Understanding the active leisure and learning sector	Mandatory	3	23
D/601/8230	202	Safeguarding and protecting Children and young people in sport and active leisure	Mandatory	1	10
K/502/2996	216	Working with participants with disabilities in sport and active leisure	Optional	7	60
J/600/0840	217	Understanding employment rights and responsibilities	Optional	2	15
D/601/7689	304	Operational management of sport and leisure facilities	Optional	6	54
R/601/3414	305	Physical preparation for sports performance	Optional	5	42
Y/601/4998	306	Injuries in sport	Optional	5	42

Y/601/7674	307	Factors affecting participation in sport and physical activity	Optional	4	36
M/601/7678	308	Sport as a business	Optional	4	33
M/601/4764	309	Lifestyle management for sports performers	Optional	4	36
A/601/3410	310	Technical and tactical requirements for sport	Optional	4	40
R/601/4790	311	Communication and public relations for sports performers	Optional	4	36
A/600/9051	313	Anatomy and physiology for exercise and health	Optional	6	43
T/601/0067	401	Event management in sport and leisure	Optional	3	28
T/601/0070	402	Funding and sponsorship in sport	Optional	3	24

## Unit 302

## Health, safety and risk management in sport and active leisure

**Level:** 3

**Credit value:** 5

### Unit aim

This unit provides learners to manage the risk assessment process and to understand the importance of appropriate practices and procedures.

Learners must have access to sport and leisure environment in which to manage a recording system for health, safety and risk management.

### Learning outcomes

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

- 302.1: Understand the health and safety requirements of employers and employees in sport and active leisure
- 302.2: Understand how health and safety legislation applies in the workplace
- 302.3: Be able to conduct a risk assessment in a sport and leisure environment
- 302.4: Be able to manage health and safety checks in sport and active leisure.

### Guided learning hours

It is recommended that **41** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit relates to the NOS C27 – Ensure the health, safety, welfare and security of customers and staff

### Assessment

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

## Unit 302

## Health, safety and risk management in sport and active leisure

302.1

Understand the health and safety requirements of employers and employees in sport and active leisure

### Underpinning knowledge

The learner can:

1. explain responsibilities of employers under health and safety **legislation**
2. explain responsibilities of employees under health and safety **legislation**
3. identify **sources** of support in meeting health and safety requirements
4. explain the **importance** of health, safety and welfare in the workplace.

### Range

#### Legislation

Health and Safety at work act, MOSAWR, Manual Handling Regulations, COSHH Regulations, PPE regulations, Duty of care (negligence)

#### Sources

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, fire safety officers

#### Importance

Employers/employees, customers

## Unit 302

## Health, safety and risk management in sport and active leisure

302.2

Understand how health and safety legislation applies in the workplace

### Underpinning knowledge

The learner can:

1. describe the **principles** of correct manual handling
2. explain the **process** for dealing with hazardous substances
3. explain the **responsibilities** of supervisors in relation to health and safety
4. explain how organisations ensure compliance with legislation.

### Range

#### Principles

Assessment (task, individual, load, environment), use of mechanical aids, correct lifting technique, appropriate training/updating, supervision, following supplier and manufacturers guidelines, codes of practice

#### Process

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

#### Responsibilities

Employee training, PPE, accident and injury reporting, self inspection

## Unit 302

## Health, safety and risk management in sport and active leisure

302.3

Be able to conduct a risk assessment in a sport and leisure environment

### Practical skills

The learner can:

1. carry out a risk assessment in sport and active leisure
2. allocate **priorities** according to risk
3. identify control measures
4. evaluate control measures.

### Underpinning knowledge

The learner can:

1. explain the **process** of carrying out a risk assessment in sport and active leisure
2. explain how to evaluate the effectiveness of control measures.

### Range

#### Priorities

Low, medium, high, traffic light, numerical rating

#### Process

Identify hazards, assess the risks, apply control measures (precautions), provide instruction to staff, review risk assessments regularly

## Unit 302

## Health, safety and risk management in sport and active leisure

302.4

Be able to manage health and safety checks in sport and active leisure

### Practical skills

The learner can:

1. develop **safety checklists** for use in sport and active leisure
2. complete safety checks in sport and active leisure
3. make recommendations for follow up action.

### Underpinning knowledge

The learner can:

1. describe what should be included on a **safety checklist**
2. describe how to conduct safety checks
3. explain the importance of follow up action
4. explain the **importance** of maintaining a recording system for health, safety and risk management.

### Range

#### Safety checklists

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

#### Importance

Legal requirement, defence against claims and/or prosecution, good practice, good customer care, reputation, on going maintenance, accident prevention, staff welfare

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## Unit 303

## Customer service in the sport and active leisure industry

**Level:** 3

**Credit value:** 3

### Unit aim

This unit explores the principles of customer service and its role within the sport and active leisure industry

### Learning outcomes

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

- 303.1: Understand the principles and benefits of providing good customer service in sport and active leisure
- 303.2: Be able to provide good customer service in sport and active leisure

### Guided learning hours

It is recommended that **26** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit relates to the following NOS:

- A324 - Develop productive working relationships with colleagues
- C33 - Work with others to improve customer service

### Assessment

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

## Unit 303

## Customer service in the sport and active leisure industry

303.1

Understand the principles and benefits of providing good customer service in sport and active leisure

### Underpinning knowledge

The learner can:

1. describe **characteristics** of good customer service
2. describe **soft skills** that support good customer service
3. describe the importance of personal presentation in the sport and active leisure industry
4. describe **benefits** of customer service in the sport and active leisure industry
5. identify **internal** and **external customers** in the sport and active leisure industry.

### Range

#### Characteristics

Deliver on promises, keeping the customer updated, exceeding expectations, listen to customers and participants, respond to complaints, be helpful at all times, well trained staff, going the extra mile, tailor services to the individual, knowing and understanding customer requirements, flexibility, leadership, task orientation, pro-activeness, strong work ethic and the genuine desire to progress the company mission.

#### Soft Skills

Eye contact, friendliness, body language, tone, communication

#### Benefits

Loyal customers, brand loyalty, strong customer base, happy staff, builds internal and external relationships, develops new business, good will

#### Internal customers

Colleagues, team mates, managers

#### External customers

Participants, parents of participants, suppliers, members, visitors

## Unit 303

## Customer service in the sport and active leisure industry

303.2

Be able to provide good customer service in sport and active leisure

### Practical skills

The learner can:

1. respond to customer requests
2. tailor customer service to different types of **customers**
3. manage customer complaints appropriately.

### Underpinning knowledge

The learner can:

1. describe the **role** of the individual when delivering customer service
2. describe **how to identify** customer needs and expectations
3. explain the importance of anticipating and responding to varying customers' needs and expectations
4. identify specific **characteristics** to use when communicating in different situations with customers
5. identify complaint handling **procedures**
6. describe the importance of dealing with complaints in a positive manner.

### Range

#### Customers

Internal, external

#### Role

Ambassador for the organisation, build trust with the customers and clients, positive experience at work, role model, builds relationships,

#### How to identify

Survey, questionnaire, good relationship with customer, discussion, experience

#### Characteristics

Tone, language, communication style (verbal, physical, demonstration)

#### Procedures

Clear process, complaints treated equally, structure to use for responding to complaints

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## Unit 312

## Understanding the active leisure and learning sector

**Level:** 3

**Credit value:** 3

### 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:

312.1: Know the key features of the Active Leisure and Learning sector

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

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

### Guided learning hours

It is recommended that **23** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is endorsed by SkillsActive, the Sector Skills Council for Active Leisure and Learning.

### Assessment

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

## Unit 312

## Understanding the active leisure and learning sector

312.1

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 312

## Understanding the active leisure and learning sector

312.2

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 312

## Understanding the active leisure and learning sector

312.3

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

### Underpinning knowledge

The learner can:

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

### Range

#### Sources of information

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

#### Pathways

Subsector specific, supervisory, management

#### Key factors

Personal qualities/development, work experience



## Unit 202

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

**Level:** 2

**Credit value:** 1

### Unit aim

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

### Relationship to NOS, other qualifications and frameworks

This unit relates to the NOS:

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

### Assessment and grading

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

## Unit 202

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

202.1

Know the foundations of safeguarding and protecting children and young people

### Underpinning knowledge

The learner can:

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

### Range

#### Principles

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

#### Good working practice

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

## Unit 202

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

202.2

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

### Underpinning knowledge

The learner can:

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

### Range

#### Duty of care

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

## Unit 202

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

202.3

Understand how to recognise indicators of abuse and neglect

### Underpinning knowledge

The learner can:

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

### Range

#### Types

Physical, emotional, neglect, sexual, bullying and harassment

#### Indicators

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

## Unit 202

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

202.4

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

### Underpinning knowledge

The learner can:

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

### Range

#### Policies

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

#### Procedures

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

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## 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.

### Key Skills

This unit contributes towards the Key skills in the following areas:

- Communication
- Working with others
- Improving own learning and performance
- Problem solving

### Assessment and grading

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

#### 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 (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

#### Resources

Sport-specific equipment (e.g. size, colour, weight, texture), venue (goalball court), support staff, adaptive equipment where required (e.g. wheelchairs), clothing (seat pads for sitting volleyball)

#### 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

**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

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## Unit 217

## Understanding employment rights and responsibilities

**Level:** 2

**Credit value:** 2

### Unit aim

This unit covers the knowledge and understanding that employees require concerning employment law and industry-specific legislation that apply to their jobs, key documents relating to their employment and employment procedures they should follow at work.

### Learning outcomes

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

217.1: Know their employment rights and responsibilities under the law

217.2: Understand documents relevant to their employment

217.3: Know key employment procedures at work

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit.

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

This unit relates to the Level 2 and Level 3 Awards in Employment Awareness in Active Leisure and learning

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsActive, the Sector Skills Council for Active Leisure and Learning.

### Assessment

This unit will be assessed by an online multiple-choice test.

## Unit 217

## Understanding employment rights and responsibilities

217.1

Know their employment rights and responsibilities under the law

### Underpinning knowledge

The learner can:

1. describe their **rights and responsibilities** in terms of:
  - contracts of employment
  - anti-discrimination legislation
  - working hours and holiday entitlements
  - sickness absence and sick pay
  - data protection
  - health and safety
2. outline the **rights and responsibilities of the employer**
3. describe the health and safety legal requirements relevant to their organisation
4. outline the implications of health and safety legal requirements for their own job role.

### Range

#### Rights and responsibilities

*Key legislation:* Employment Rights Act, Working Time Regulations, Data Protection Act, Human Rights Act, Health and Safety at Work etc Act (HASWA), Management of Health and Safety at Work Regulations (MHSWR), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Manual Handling Regulations, Health and Safety at Work (First Aid) Regulations, Personal Protective Equipment (PPE), Control of Substances Hazardous to Health (COSHH), Display Screen Equipment, Safeguarding of Vulnerable Groups Act, Children Act, discrimination legislation

*Key rights:* to be treated fairly and equally at work (pay, working hours), to be provided with a safe working environment (including safe systems of work where risks have been assessed and controlled as far as is reasonably practicable), adequate training, supervision, information and instruction, right to privacy, health and welfare

*Key responsibilities:* to treat others fairly and equally and respect the rights of others (colleagues, customers, employers), fulfil their legal duties and responsibilities, follow safe working practices, co-operate with employers, attend training, know when to seek advice and assistance



## **Rights and responsibilities of the employer**

*Key legislation:* Employment Rights Act, Working Time Regulations, Data Protection Act, Human Rights Act, Health and Safety at Work etc Act (HASWA), Management of Health and Safety at Work Regulations (MHSWR), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Manual Handling Regulations, Health and Safety at Work (First Aid) Regulations, Personal Protective Equipment (PPE), Control of Substances Hazardous to Health (COSHH), Display Screen Equipment, Safeguarding of Vulnerable Groups Act, Children Act, discrimination legislation

*Key rights:* employees to fulfil their contractual and legal duties and responsibilities and act in good faith, the co-operation of employees in terms of maintaining a safe working environment, attending training, taking responsibility for the health and safety of themselves and others

*Key responsibility:* to treat all employees in the workplace fairly and equally, provide a safe working environment (including safe systems of work where risks have been assessed and controlled as far as is reasonably practicable), provide adequate training in work time, supervision, information and instruction, respect the other's rights to privacy, duty to provide for the health and welfare of all employees, to comply with legislation

## Unit 217

## Understanding employment rights and responsibilities

217.2

Understand documents relevant to their employment

### Underpinning knowledge

The learner can:

1. explain the main terms and conditions of a contract of employment
2. outline the **content** and **purpose** of a job description
3. describe the types of **information** held on personnel records
4. describe **how to update information** held on personnel records
5. interpret the **information** shown on a pay slip or **other statement of earnings**.

### Range

#### Content

Job title, department/section, main purpose, main tasks/duties, responsible for/responsible to, other duties and relevant information, knowledge and skills required, any special conditions

#### Purpose

Used in recruitment and selection process, summarises what an employer expects from the job holder, enables employers to produce an accurate person specification, provides key details for potential applicants, will assist in the process of attracting suitable applicants for a vacancy

#### Information

*Statutory records:* tax and national insurance, hours worked, holidays, pay, paid sickness, accident, injuries, diseases and dangerous occurrences

*Organisational records:* recruitment and selection, induction, training and career development (qualifications), sick pay, sick absence, discipline and grievance, termination of employment, equal opportunities

#### How to update information

Manually (eg card index system), electronically (computerised software package, updated by authorised person, confidentially, accurately, not disclosed without consent, securely kept on record for a specified period of time)

#### Information

Name and personal details, tax code, NI number, gross and net salary, deductions NI, income tax, pension and subscriptions (eg trade union), overtime, date wages credited to account

#### Other statement of earnings

P60, P45

## Unit 217

## Understanding employment rights and responsibilities

217.3

Know key employment procedures at work

### Underpinning knowledge

The learner can:

1. describe the procedures to follow if someone needs to take time off
2. describe the procedures to follow if there is a grievance
3. describe the procedures to follow if there is evidence of discrimination or bullying
4. identify **sources of information and advice** on employment issues
  - internal to their organisation
  - external to their organisation.

### Range

#### Sources of information and advice

*Internal:* management, trade union representative, personnel manager, human resources department, intranet, organisational handbooks and policy documents

*External:* ACAS, Trade Union, Citizens Advice Bureau, HSE, Direct Gov and BERR (Department for Business and Enterprise & Regulatory Reform)

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**Level:** 3

**Credit value:** 6

**Unit aim**

This unit introduces learners to the responsibilities of first line management in a sport and leisure facility.

**Learning outcomes**

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

- 304.1: Understand the processes of human resource management in sport and leisure facilities
- 304.2: Understand how to meet the needs of customers of sports and leisure facilities
- 304.3: Understand the operational requirements of a sport and leisure facility
- 304.4: Understand the financial management of sport and leisure facilities

**Guided learning hours**

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

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

This unit relates to the NOS:

- A21- Support the efficient use of resources
- A319 - Recruit, select and keep colleagues
- A320 - Allocate and monitor the progress and quality of work in your area of responsibility
- A324 - Develop productive working relationships with colleagues
- C33 - Work with others to improve customer service

**Assessment**

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

## Unit 304

## Operational management of sport and leisure facilities

304.1

Understand the processes of human resource management in sport and leisure facilities

### Underpinning knowledge

The learner can:

1. describe the **stages** of recruitment and selection of staff
2. explain the **types of induction** and on going **training** of leisure staff.
3. describe **methods** used to maximise the performance of staff at work
4. explain **strategies** used to address poor performance of staff.

### Range

#### Stages

Job analysis, job description, person specification, job advert, shortlist, prepare for interview, interview, selection, appointment

#### Types of induction and training

Organisational induction, site induction, staff handbook, mentoring/coaching, shadowing experienced staff, training courses & qualifications (first aid, NPLQ, Pool Plant Operations, Gym Instructor, coaching & activity leadership certificates), college courses (day release), on site training, continuous professional development (logging experience, reflective practice, networking, shadowing, project work)

#### Methods

*Motivational techniques:* Recognition, praise, special responsibilities, awards, training opportunities, promotion, provide good welfare facilities, social opportunities outside work, chances to be creative, making use of 'extra' talents they have

*Performance management system.*

*Organisational/financial incentives:* bonuses, performance related pay, time off/time in lieu, extra holidays, free use of facilities, free uniform

#### Strategies

Appraisal interviews, closer supervision, support, training, counselling, referral to other services (Human Resources dept), disciplinary action, improvement action plans, suspension, dismissal

## Unit 304

## Operational management of sport and leisure facilities

304.2

Understand how to meet the needs of customers of sports and leisure facilities

### Underpinning knowledge

The learner can:

1. describe the legal **duty of care** to customers of sport and leisure facilities
2. explain the **consequences** of failing to provide duty of care
3. define **customer care** in terms of the services provided in a sport and leisure facility
4. explain methods to assess customer satisfaction
5. describe **strategies** for improving customer care.

### Range

#### Duty of care

Legal requirement (both civil and criminal law), to provide a safe environment for sport, take reasonable care of them, provide competent staff and coaches, provide secure storage of their belongings, take measures to avoid exposure to hazards.

#### Consequences

Loss or damage to persons and belongings, claims for compensation/litigation, customer dissatisfaction, lost business, poor reputation, poor publicity, bad image

#### Customer care

Meeting/exceeding the expectations of customers, meeting needs, providing good, efficient, friendly service, prompt response to enquiries, good product and customer knowledge by staff, effective procedures for monitoring customer feedback, fast remedial action where service has failed

#### Strategies

Training staff, effective procedures (enquiries, complaints, suggestions), prompt responses to enquiries, good communication, customer friendly culture, introduce quality systems, consult with customers, carry out surveys, carry out regular safety/maintenance, audits, management 'walk throughs' of facility.

## Unit 304

## Operational management of sport and leisure facilities

304.3

Understand the operational requirements of a sport and leisure facility

### Underpinning knowledge

The learner can:

1. describe what to take into **consideration** when programming activities for a sport and leisure facility
2. identify the **main resources** to be managed when operating a sport and leisure facility
3. describe the **cost implications** of a sport and leisure facility
4. identify **security systems** available to a sport and leisure facility.

### Range

#### Consideration

Market demand, facilities/equipment provided, adequate trained staff, expenditure costs, income projections, sports development objectives, social inclusion, organisational policy, government initiatives, other timetable commitments, hours of opening

#### Main resources

Staffing, finances, lighting, heating, domestic water supply, on going cleaning, repairs and maintenance, waste disposal, supplies of goods and services, storage of materials and equipment, security provision, replacement of equipment

#### Cost implications

Staffing costs, energy consumption/costs, loss of hot water (showers, pool backwashes), staff/management time, effort on costs, space/storage requirements, renewals and replacements, cleaning materials, lost income (downtime) for breakdowns/maintenance, losses due to wastage (chemical spillages/overuse), food & beverage losses, disposals, theft, re-saleable items damaged, past shelf life, monitoring maintenance contracts

#### Security systems

Locks to stores, offices, safes, secure cash deposits/tills, CCTV, increased supervision, regular patrols/building checks, alarmed exits, infrared/UV detectors, increased lighting, turnstile control of access, swipe card access, restricted access to areas (locked gates to poolside when not in use)



## Unit 304

## Operational management of sport and leisure facilities

304.4

Understand the financial management of sport and leisure facilities

### Underpinning knowledge

The learner can:

1. describe the range of **financial responsibilities** of supervisory staff in sport and leisure facilities
2. explain the **purpose** of budgets
3. describe **methods** to minimise financial losses.

### Range

#### Financial responsibilities

Complying with organisation's financial rules & regulations, handling, reconciliation and security of cash, stock control, purchasing goods and services, budgetary control, costing/accounting for financial performance in their area of responsibility/activities, reporting

#### Purpose

Provides limits to spending for different items, shows how resources are allocated across the whole operation, allocates costs according to projected needs (usually for the year ahead), provides targets for income generation, can be used to benchmark (and compare) costs and income between different facilities OR across areas

#### Methods

Control wastage, staff, profitable activities, income, maintain customers

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**Level:** 3

**Credit value:** 5

**Unit aim**

This unit will enable the learner to understand the importance of preparing physically for sport performance, and the impact that different techniques can have on their physical preparation. The learner will undertake a range of fitness tests and use the results to plan and implement a programme.

**Learning outcomes**

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

305.1: Understand the physical demands of sport

305.2: Be able to use fitness tests and interpret results

305.3: Be able to plan, implement and evaluate a programme to support physical preparation for sport

**Guided learning hours**

It is recommended that **42** 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:

- ES1 - Plan, apply and evaluate your technical skills to achieve excellence in your sport
- ES3 - Plan, apply and evaluate your physical capability to achieve excellence in your sport

**Assessment**

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

## Unit 305

305.1

## Physical preparation for sports performance

Understand the physical demands of sport

### Underpinning knowledge

The learner can:

1. explain the **components** of physical fitness
2. identify the importance of each component for own sport
3. explain the relationship between physical capabilities and performance
4. explain the consequences of reduced physical capacity.

### Range

#### Components

Aerobic fitness, aerobic endurance, muscular strength, muscular endurance, flexibility, motor skills

## Unit 305

### 305.2

## Physical preparation for sports performance

Be able to use fitness tests and interpret results

### Practical skills

The learner can:

1. participate in and record the results of personal fitness tests
2. interpret personal fitness test results
3. evaluate personal results over time
4. evaluate personal fitness test results against other athletes in own sport.

### Underpinning knowledge

The learner can:

1. describe the range of fitness tests used to measure physical performance
2. explain the **protocols** for each test
3. explain the relevance of test results to own sport.

### Range

### Protocols

Rules, test spec, marking areas, directions

## Unit 305

305.3

## Physical preparation for sports performance

Be able to plan, implement and evaluate a programme to support physical preparation for sport

### Practical skills

The learner can:

1. develop a programme of physical fitness activities to improve sports performance
2. implement a programme of physical fitness activities to improve sports performance
3. evaluate the programme against the goals set and plan and agree any revisions.

### Underpinning knowledge

The learner can:

1. explain the **principles** of training
2. explain the importance of **goal setting**
3. justify the **variables** used and their relevance to improve physical preparation.

### Range

#### Principles

Progression, overload, adaptation, specificity, reversal

#### Goal setting

Long, medium, short, SMART targets

#### Variables

Increased/decreased distance, intensity, duration, weight, repetitions, sets, incline, mode of training, training system

## Unit 306      Injuries in sport

**Level:**            3

**Credit value:** 5

### **Unit aim**

The aim of this unit is to provide the learner with the opportunity to further explore potential risks of injury when participating in sport. The unit will enable the learner to recognise the common symptoms of injuries and investigate different treatment and rehabilitation methods of the injuries.

### **Learning outcomes**

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

306.1: Understand the different Injuries associated with sports participation

306.2: Understand how to deal with different types of sporting injuries

306.3: Understand the principles of rehabilitation from sports injuries

### **Guided learning hours**

It is recommended that **42** 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:

- D511 - Assist athletes to prevent and manage injury
- ES6 - Manage your sporting career
- Those for Instructing Exercise and Fitness 2009 NOS.

### **Assessment**

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

## Unit 306

306.1

## Injuries in sport

Understand the different Injuries associated with sports participation

### Underpinning knowledge

The learner can:

1. identify the risk factors for a range of injuries in sport
2. describe the **physiological effects** of a range of injuries associated with participation in sport.
3. describe the **psychological effects** of injuries associated with participation in sport
4. explain the difference between an acute injury and a chronic injury.

### Range

#### Physiological effects

Swelling, cuts and bruising, broken bones, altered gait, limited use, limited range of movement, misalignment, impaired vision, reduced respiratory function, soft tissue damage, connective tissue damage

#### Psychological effects

Reduced confidence, self doubt, anxiety, depression, dependence



## Unit 306

306.2

## Injuries in sport

Understand how to deal with different types of sporting injuries

### Underpinning knowledge

The learner can:

1. describe common methods of dealing with injuries caused by participating in sport
2. explain the role of **key personnel** in injury treatment
3. describe the use of alternative therapy in sport injury treatment.

### Range

#### Key Personnel

Managers, coaches, physiotherapist, sports therapist, GP, consultant, surgeon, osteopath, chiropractor, podiatrist, partner/parent, agent, nutritionalist

## **Unit 306**

306.3

## **Injuries in sport**

Understand the principles of rehabilitation from sports injuries

### **Underpinning knowledge**

The learner can:

1. describe the importance of rehabilitation to recovery from injury
2. describe timelines associated with injuries and rehabilitation
3. describe strategies for rehabilitation
4. explain the importance of evaluation and reviews of the rehabilitation programme
5. identify the equipment and resources required to assist with rehabilitation.

## Unit 307

## Factors affecting participation in sport and physical activity

**Level:** 3

**Credit value:** 4

### Unit aim

This unit enables learners to consider the different factors that affect participation in sport. The unit aims to give learners an 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 different groups of people and discuss the enabling and constraining factors that influence participation rates and how these may be overcome. The unit enables learners to consider the strategies that are used by agencies to increase participation rates amongst groups.

The unit is useful for learners who are considering a career or related units in sports development or promotion and/or those individuals who are interested in coaching, leadership and the 'legacy' of sport.

### Learning outcomes

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

- 307.1: Understand the participation in sport and physical activity
- 307.2: Understand factors that affect participation in sport and physical activity
- 307.3: Understand strategies to increase participation in sport and physical activity

### Guided learning hours

It is recommended that **36** 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:

- A12 - Contribute to change through implementing and reviewing strategy and policy
- A44 - Manage a project
- A211 - Apply for external funding for sport and physical activity
- D31 - Contribute to participants' personal and social development
- D61 - Facilitate community-based sport and physical activity
- D210 - Promote equality and diversity in sport and physical activity
- D420 - Establish and maintain an environment that will assist participation progression

### Assessment

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

## Unit 307

## Factors affecting participation in sport and physical activity

307.1

Understand the participation in sport and physical activity

### Underpinning knowledge

The learner can:

1. identify reasons for participating in sport and physical activity
2. explain how regular participation in sport and physical activity **benefits individuals**
3. explain how individuals' regular participation in sport and physical activity **benefits society**
4. identify typical levels of participation of different **populations** in sport and physical activity
5. identify recommended levels of physical activity for **individuals**.

### Range

#### Benefits

##### **Individuals**

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

##### **Society**

Community cohesion/engagement, reduction in health issues associated with inactivity (obesity, CHD), reduction in healthcare costs, potential reduction in crime and deviance (positive leisure choices), cost to employers (loss of productivity through days lost, stress)

#### Populations

Gender, age, ethnicity, geographical location

#### Individuals

Children, adults, seniors, pre- and post- natal, special populations

## Unit 307

## Factors affecting participation in sport and physical activity

307.2

Understand factors that affect participation in sport and physical activity

### Underpinning knowledge

The learner can:

1. explain how **factors** affect participation in sport and physical activity
2. explain how a factor can be an enabler or a barrier to participation in sport and physical activity.

### Range

#### Factors

Age, ability, ethnicity, gender, socio-economic group, employment/shift patterns/unemployment, geographical location, experience of PE and sport, facilities and clubs (availability of and access to), parental support and guidance, peer group, transport, cost

## Unit 307

## Factors affecting participation in sport and physical activity

307.3

Understand strategies to increase participation in sport and physical activity

### Underpinning knowledge

The learner can:

1. explain **strategies** to improve participation rates in sport and physical activity
2. describe how to implement **strategies** improve participation rates in sport and physical activity
3. identify **methods** of evaluating the effectiveness of **strategies** to improve participation rates in sport and physical activity.

### Range

#### Strategies

Price (concession rates, reduced costs), facility development (better changing and social facilities), improved transport, single-sex facilities and activities, crèche facilities, 'taster sessions', family activities/rates, programming of activities, improved communication and marketing of activities, events and facilities, improved school sports experiences, better access to quality coaching, staff development

#### Methods

Survey, questionnaire, discussion, experience, published rates

**Level:** 3

**Credit value:** 4

**Unit aim**

This unit introduces learners to the business of sport. The unit enables learners to see how sport is increasingly seen as a business and how commercial activity is a key element of many sports organisations.

The unit will enable the learners to uncover the diversity that exists in the sector as well as to understand the key elements that help to make a successful business in the sports industry.

In the final outcome learners will focus more directly on the marketing of a sports business/activity. Learners will have the opportunity to consider methods, reasons and considerations in the development of marketing plans and strategies.

The unit is of particular value to learners who have a desire to move into marketing and business or who may be studying these subjects in a more generic environment but who wish to consider the specific area of sports business and marketing.

**Learning outcomes**

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

308.1: Understand the diversity of businesses in the sport sector

308.2: Be able to develop a business plan

**Guided learning hours**

It is recommended that **33** 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:

- B230 - Sell products and services in face-to-face settings
- E57 - 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 308

308.1

## Sport as a business

Understand the diversity of businesses in the sport sector

### Underpinning knowledge

The learner can:

1. explain **opportunities** for income generation in sport
2. explain the **services** businesses in the sport sector offer
3. explain the differences between **types of businesses**
4. describe types of sports-related consumer **spending**
5. describe Corporate Social Responsibility programmes related to sport.

### Range

#### Opportunities

Admission fees, club membership fees, hospitality, merchandising, sponsorship (financial, Corporate Social Responsibility programmes), funding, donations, secondary spend (food and drinks, supplements, travel) media rights, commercial hire, sales (retail, advertising, player transfers, equipment), courses, classes, activity programmes, selling expertise/services/space, event management, manufacturing, betting

#### Services

Leisure/health/fitness clubs and centres, professional sports clubs, amateur sports clubs, coaching services, health and rehabilitation services (physiotherapy, sports therapy)

#### Types of businesses

Public and Private Limited Companies (PLCs), franchises, sole-traders (e.g. fitness, swim, ski instructors), retail, entertainment, promoters/agents, bookmaking

#### Spending

Sports goods (clothing and footwear, sports equipment, sports related books and publications), sports services (participation, health & fitness sector, gambling, watching sports on TV and video, watching 'live' sports, sports-related travel)



## Unit 308

308.2

## Sport as a business

Be able to develop a business plan

### Practical skills

The learner can:

1. produce a business plan for a sports business.

### Underpinning knowledge

The learner can:

1. identify the **components** of a business plan for a sports business/activity
2. explain the **factors** that affect the success of sports businesses
3. describe **measures** that indicate the success of sports businesses
4. explain the **reasons** for conducting market research
5. describe different marketing activities that can be undertaken
6. identify sources of advice and support to establish a new business.

### Range

#### Components

Type of service or product, branding, target customers/audience, SWOT analysis, budget, resources (location, equipment, human) pricing strategy, life-cycle of product, marketing plan

#### Factors

Performance (results), media coverage/exposure, marketing strategies (market research, activities such as building the next generation of fans, customer relationship management), branding, quality of product, competition/competitors, price, value for money, market environment, (recession, taxation, central funding/grants) customer demand/need, income vs expenditure/costs, environmental conditions (weather related)

#### Measure

Profit/profitability, income, expenditure, growth, sustainability (economic, environmental), achieving targets, aims and objectives, customer satisfaction, staff satisfaction

#### Reasons

Understand needs and wants of customers, identify opportunities and/or service/product weaknesses, understand the market environment, track customer demands and trends, improve pricing strategies, identify new markets and customers, track success of marketing and research activities

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**Level:** 3

**Credit value:** 4

**Unit aim**

This unit aims to encourage learners to identify lifestyle choices that can impact on their sporting careers and to plan and prioritise their sporting commitments.

**Learning outcomes**

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

309.1: Understand how lifestyle choices impact on sport performance

309.2: Be able to plan sporting commitments

309.3: Understand the impact of success in sport on lifestyle

**Guided learning hours**

It is recommended that **36** 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:

- A323 - Manage your own resources and professional development
- ES5 - Plan and manage your lifestyle to achieve excellence in your sport

**Assessment**

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

## Unit 309

309.1

## Lifestyle management for sport performers

Understand how lifestyle choices impact on sport performance

### Underpinning knowledge

The learner can:

1. explain the lifestyle choices that promote optimum sports performance
2. explain the consequences of **negative lifestyle choices** on sports performance
3. evaluate the influence that **people** have on lifestyle choices
4. identify strategies to manage negative influences.

### Range

#### Negative lifestyle choices

Drinking, late nights, smoking, drugs, poor role models, poor diet and hydration, gambling, criminal activity, addiction, relationships

#### People

Coaches, managers, mentors, agents, team mates, training partners, education officers, college tutors, teachers, assessors, parents, carers, grandparents, siblings, friends, role models

## Unit 309

### 309.2

## Lifestyle management for sport performers

Be able to plan sporting commitments

### Practical skills

The learner can:

1. plan own sporting commitments.

### Underpinning knowledge

The learner can:

1. explain **activities** to be taken into consideration when planning sporting commitments
2. describe the **resources** needed in order to meet commitments
3. explain the personal sacrifices needed to meet sporting commitments.

### Range

#### Activities

Training, competition, reviews, meetings, appointments, leisure activities

#### Resources

Transport, kit, sport equipment (balls, gloves, clothing, footwear), finance

## Unit 309

309.3

## Lifestyle management for sport performers

Understand the impact of success in sport on lifestyle

### Underpinning knowledge

The learner can:

1. evaluate the lifestyle benefits of sporting success
2. assess the **impact** of publicity on the lifestyle of successful sports performers.

### Range

### Impact

Positive and negative

## Unit 310

## Technical and tactical requirements for sports performance

**Level:** 3

**Credit value:** 4

### Unit aim

This unit gives learners the opportunity to develop techniques and tactics in sport. Learners will prepare, perform and review techniques and tactics in training and competition. This unit requires learners to be an active participant in a sport.

### Learning outcomes

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

310.1: Understand the technical and tactical requirements for sport

310.2: Be able to analyse the techniques and tactics used by other sports performers

310.3: Be able to analyse own techniques and tactics to improve performance

### Guided learning hours

It is recommended that **40** 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:

- ES1 - Plan, apply and evaluate your technical skills to achieve excellence in your sport
- ES2 - Plan, apply and evaluate your tactical skills to achieve excellence in your sport

### Assessment

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

## **Unit 310**

## **Technical and tactical requirements for sports performance**

310.1

Understand the technical and tactical requirements for sport

### **Underpinning knowledge**

The learner can:

1. explain the importance of understanding the technical and tactical requirements for a sport
2. explain the difference between technical and tactical requirements
3. explain the essential technical and tactical skills for a sport
4. describe how different technical and tactical skills are applied in a sport.



## Unit 310

## Technical and tactical requirements for sports performance

310.2

Be able to analyse the techniques and tactics used by other sports performers

### Practical skills

The learner can:

1. evaluate the techniques and tactics used by other sports performers
2. produce a plan to improve the technical and tactical performance of other sports performers.

### Underpinning knowledge

The learner can:

1. explain the reasons for evaluating the tactics and techniques used by other sports performers
2. explain how to apply criteria to an evaluation of sports performance
3. explain **strategies** to improve performance.

### Range

### Strategies

Personal fitness programme, 1 to 1 coaching, mentoring, competitions, video analysis, group coaching

## Unit 310

## Technical and tactical requirements for sports performance

310.3

Be able to analyse own techniques and tactics to improve performance

### Practical skills

The learner can:

1. evaluate own techniques and tactics
2. produce **plans** to improve own performance
3. compare own techniques and tactics against those of other sports performers

### Underpinning knowledge

The learner can:

1. explain reasons for evaluating tactics and techniques used
2. identify the **implications** of different **sources** of assistance to improve own performances.

### Range

#### Plans

Self analysis, personal fitness programme, 1 to 1 coaching, mentoring, competitions, video analysis

#### Implications

Positive, negative

#### Sources

Coaches, mentors, sport science support (nutritionist, physiotherapist, psychologist), elite athletes, professional bodies, national

## Unit 311

## Communication and public relations for sports performers

**Level:** 3

**Credit value:** 4

### Unit aim

This unit will allow the learner to research and participate in different forms of communication. The unit will also allow the learner to research different types of media coverage associated with sports people and the key factors to consider when being interviewed. The unit will also give the learner the experience needed to be able to present themselves in a positive manner at events.

### Learning outcomes

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

- 311.1: Understand the importance of participating in public relations events and media interviews for sports performers
- 311.2: Be able to prepare for, participate in and review a media interview

### Guided learning hours

It is recommended that **36** 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:

- A324 - Develop productive working relationships with colleagues
- B230 - Sell products and services to customers in face-to-face settings
- ES7 - Communicate and work effectively with other people whilst seeking to achieve

### Assessment

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

## Unit 311

## Communication and public relations for sports performers

311.1

Understand the importance of participating in public relations events and media interviews for sports performers

### Underpinning knowledge

The learner can:

1. explain the importance of public relations for sport performers
2. identify the range of **public relations activities**
3. explain the **impact** of media involvement in sport
4. explain the relationship between sports performers and the media
5. describe the consequences of negative public relations
6. explain the **importance** of personal presentation appropriate to the public relations event.

### Range

#### Public relations activities

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

#### Impact

Positive and negative

#### Importance

Role model, build reputation of self and/or club/team/country, promote the sport, satisfy sponsors, meet contractual obligations

## Unit 311

## Communication and public relations for sports performers

311.2

Be able to prepare for, participate in and review a media interview

### Practical skills

The learner can:

1. prepare to be interviewed by the media
2. respond professionally to interview questions
3. review and reflect on performance during a media interview

### Underpinning knowledge

The learner can:

1. explain key factors to consider when preparing for a media interview
2. identify appropriate **communication skills** for a media interview
3. explain the importance of establishing rapport with an audience
4. describe **methods** to establish rapport with an audience.

### Range

#### Communication skills

Vocal skills (intonation), listening skills, body language, eye contact, facial expression, questioning, clarifying

#### Methods

Acknowledging, recognising, thanking, using appropriate body language, meeting, greeting, using appropriate conventions to address people, apologising

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**Level:** 3

**Credit value:** 6

**Unit aim**

This unit covers the knowledge an instructor needs about anatomy and physiology relating to exercise programming for a range of clients.

**Learning outcomes**

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

- 313.1. Understand the heart and circulatory system and its relation to exercise and health
- 313.2. Understand the musculoskeletal system and its relation to exercise
- 313.3. Understand postural and core stability
- 313.4. Understand the nervous system and its relation to exercise
- 313.5. Understand the endocrine system and its relation to exercise
- 313.6. Understand energy systems and their relation to exercise

**Guided learning hours**

It is recommended that **43** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Instructing Exercise and Fitness 2009 NOS.

**Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by SkillsActive.

**Assessment and grading**

This unit will be assessed by:

- An online examination (GOLA).

## Unit 313

## Anatomy and physiology for exercise and health

313.1.

Understand the heart and circulatory system and its relation to exercise and health

### Underpinning knowledge

The learner can:

1. explain the function of the heart **valves**
2. describe the coronary circulation
3. explain the effect of disease processes on the structure and function of blood vessels
4. explain the **short and long term** effects of exercise on blood pressure, including the valsalva effect
5. explain the **cardiovascular benefits** and risks of endurance/aerobic training
6. define blood pressure classifications and associated health risks.

### Range

#### Valves

Bicuspid, tricuspid (atrioventricular valves), aortic and pulmonary (semilunar valves)

#### Short term

Increase in systolic pressure, diastolic pressure remains approximately the same

#### Long term

Decrease in both systolic and diastolic pressures to a healthy rate

#### Cardiovascular benefits

Interaction of the energy systems and production of ATP during a range of cardiovascular activities, energy systems used, effects of exercise intensity, effects of duration, effects of clients fitness levels, reduced risk of CHD



## Unit 313

## Anatomy and physiology for exercise and health

313.2.

Understand the musculoskeletal system and its relation to exercise

### Underpinning knowledge

The learner can:

1. explain the cellular structure of **muscle fibres**
2. describe the sliding filament theory
3. explain the **effects of different types of exercises** on muscle fibre type
4. identify and locate the muscle attachment sites for the major muscles of the body
5. name, locate and explain the **function** of skeletal muscle involved in physical activity
6. identify the **anatomical axis and planes** with regard to joint actions and different exercises
7. explain the joint actions brought about by specific muscle group contractions
8. describe **joints/joint structure** with regard to range of motion/movement and injury risk
9. describe joint movement potential and joint actions
10. describe the **structure of the pelvic girdle** and associated **muscles and ligaments**.

### Range

#### Muscle fibres

Slow twitch (Type I), Fast twitch (Type IIb), Fast twitch (Type IIa)

#### Effects of different types of exercises

*Slow twitch:* increase in size and number of mitochondria, increase in myoglobin, increase in capillary network, increase in glycogen stores

*Fast twitch:* increase in phosphocreatine stores, increase in glycogen stores, increase in glycolytic enzymes, increase lactic acid threshold

#### Function

Movement of joints/limbs during exercise/activities

#### Anatomical axis and planes

*Sagittal plane:* flexion, extension, protraction, retraction, plantar flexion, dorsi flexion

*Frontal plane:* abduction, adduction, lateral flexion, elevation, depression, inversion, eversion

*Transverse plane:* rotation, horizontal flexion, horizontal extension

#### Joints/joint structure

Joint capsule, ligaments, tendons, muscle attachment

## **Structure of the pelvic girdle**

*Pelvic structure:* ilium, ishium, pubis, pubis symphysis, acetabulum, gender differences, sacroiliac joints, sacrum, coccyx

## **Muscles (Pelvis)**

Rectus abdominus, external obliques, internal obliques, transverse abdominus, erector spinae, quadratus lumborum, multifidus, pelvic floor muscles (levator ani, coccygeus)

## Unit 313

## Anatomy and physiology for exercise and health

313.3.

Understand postural and core stability

### Underpinning knowledge

The learner can:

1. describe the structure and function of the **stabilising ligaments and muscles** of the spine
2. describe local muscle changes that can take place due to **insufficient stabilisation**
3. explain the potential effects of abdominal adiposity and poor posture on movement efficiency
4. explain the potential problems that can occur as a result of postural deviations
5. explain the impact of core stabilisation exercise and the potential for injury/aggravation of problems
6. explain the benefits, risks and applications of the following types of stretching:
  - static (passive and active)
  - dynamic
  - proprioceptive Neuromuscular Facilitation

### Range

#### Stabilising ligaments and muscles

*Ligaments:* anterior Longitudal, posterior Longitudal

*Muscles:* splenius, erector spinae, transverse spinalis (multifidus, rotatores), intertransverarii

#### Insufficient stabilisation

*Kyphosis:* muscular imbalance, upper body adiposity, osteoporosis of the upper thoracic vertebrae

*Lordosis:* weak abdominal muscles, lower body adiposity, pregnancy

*Scoliosis:* genetic abnormality, muscular imbalance

*Flatback syndrome:* tight hamstrings

*Problems:* impingement of peripheral nerve fibres, bulging of intervertebral discs, damage to spinal ligaments, abnormal postural alignment, pelvic tilt, shoulder girdle problems, soft tissue dysfunction, balance

## Unit 313

## Anatomy and physiology for exercise and health

313.4.

Understand the nervous system and its relation to exercise

### Underpinning knowledge

The learner can:

1. describe the specific roles of:
  - the **central nervous system (CNS)**
  - the **Peripheral Nervous System (PNS)** including somatic and autonomic systems
2. describe nervous control and transmission of a nervous impulse
3. describe the structure and function of a neuron
4. explain the role of a motor unit
5. explain the process of **motor unit recruitment** and the significance of a motor unit's size and number of muscle fibres
6. explain the function of muscle **proprioceptors** and the stretch reflex
7. explain reciprocal inhibition and its relevance to exercise
8. explain the **neuromuscular adaptations** associated with exercise/training
9. explain the **benefits** of improved neuromuscular coordination/efficiency to exercise performance.

### Range

#### CNS

Brain and spinal cord

#### PNS

Peripheral nerves (afferent/sensory nerves, efferent/motor nerves), somatic branch, autonomic branch (sympathetic, parasympathetic)

#### Motor unit recruitment

Motor unit (motor nerve/neuron and muscle fibres), single twitch, wave summation, tetanus

#### Proprioceptors

Muscle spindles, golgi-tendon organs (GTOs)

#### Neuromuscular adaptations

Improved motor unit synchronisation, improved ability to recruit more motor units, autogenic inhibition

#### Benefits

Improved coordination, recruitment of muscle fibres, improved reaction time, improved balance, proprioception

## Unit 313

## Anatomy and physiology for exercise and health

313.5.

Understand the endocrine system and its relation to exercise

### Underpinning knowledge

The learner can:

1. describe the functions of the endocrine system
2. identify the **major glands** in the endocrine system
3. explain the function of hormones including:
  - growth hormone
  - thyroid hormones
  - corticosteroids
  - catecholamines
  - insulin
  - glucagons

### Range

#### Major glands

Pituitary, adrenal, thyroid, parathyroid, sex organs (testes, ovaries), pancreas

## Unit 313

## Anatomy and physiology for exercise and health

313.6.

Understand energy systems and their relation to exercise

### Underpinning knowledge

The learner can:

1. identify the contribution of energy according to:
  - duration of exercise/activity being performed
  - type of exercise/activity being performed
  - intensity of exercise/activity being performed
2. identify the **by-products** of the three energy systems and their significance in muscle fatigue
3. describe the **effect** of endurance training/advanced training methods on the use of fuel for exercise

### Range

#### By-products

Heat, lactic acid, carbon dioxide, water (sweat), free radicals

#### Effect

Increased aerobic base, increased anaerobic threshold, increase tolerance to build up to lactic acid, Onset of Blood Lactate Accumulation (OBLA)

**Level:** 4

**Credit value:** 3

**Unit aim**

The aim of this unit is to prepare candidates to be able to effectively plan events that could take place in an indoor or outdoor leisure environment such as a leisure centre or local park.

It draws together the skills and techniques of event organisation from conception, planning, detailed preparation and evaluation into a practical focus on developing their own event plan.

**Learning outcomes**

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

401.1: Understand the main concepts and principles of event management

401.2: Be able to plan an event

401.3: Understand the monitoring and evaluating of events

**Guided learning hours**

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

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

This unit relates to the NOS:

- A212 - Manage physical resources for sport and active leisure
- A323 - Manage an effective workforce for sport and active leisure

**Assessment**

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

## Unit 401

401.1

## Events management in sport and leisure

Understand the main concepts and principles of event management

### Underpinning knowledge

The learner can:

1. define 'events'
2. identify the **categories** of events
3. describe the **characteristics** of different types of **events**
4. explain the rationale for **events**.

### Range

#### Categories

Leisure (leisure, sport, recreation), personal (weddings, birthdays, anniversaries), organisational (commercial, political, charitable, sales), cultural (ceremonial, heritage, art, music)

#### Characteristics

Size (participants, audience, staff), complexity, uniqueness, time constraints, media interest, technical requirements

#### Events

Competitions, tournaments, displays, exhibitions, conferences, award ceremonies, entertainment shows, celebrations, mass participation event



## Unit 401

401.2

## Events management in sport and leisure

Be able to plan an event

### Practical skills

The learner can:

1. plan an event

### Underpinning knowledge

The learner can:

1. describe the **planning process** for an event
2. assess the **resource** requirements for events
3. explain the **importance** of preparing a budget
4. describe how to prepare a **budget**
5. describe how to produce an **action plan**
6. describe ways to **market and promote** an event
7. describe the **importance** of carrying out risk analysis for events
8. justify **contingency planning** for events
9. explain **staffing considerations** for an event.

### Range

#### Planning process

Formulate ideas, feasibility study (e.g. SWOT analysis, PESTLE), setting objectives (SMART) and budgeting, organisation structure and key appointments, general and detail preparation

#### Resource

Staffing, financial, equipment, administration, catering, technical, services, transportation, health and safety, legal, marketing

#### Importance (Budget)

Monitor income and expenditure, provide targets, allocate resources, determine outcomes, transparency, meeting objectives

#### Budget

Revenue sources, costs, income, surplus/deficit

#### Action plan

Critical path analysis, marketing plan, GANTT charts

#### Market and promote

Internal - cross fertilisation, membership database, CRM, email, text, notice board, public address, posters, leaflets

External - reciprocal marketing initiatives, press, e-marketing, banner advertising

**Importance (risk analysis)**

Legal requirement (risk assessments), ensure safety, provides adequate precautions (barriers, supervision, police/stewards/marshal, first aid)

**Contingency planning**

Backup equipment, alternative venue, wet weather alternatives, standby staff, liaison with emergency services, crisis management, legal implications, public relations

**Staffing considerations**

Numbers/ratios, roles, responsibilities, training, supervision, uniform, PPE, conditions of engagement

## Unit 401

401.3

## Events management in sport and leisure

Understand the monitoring and evaluating of events

### Underpinning knowledge

The learner can:

1. explain the **importance** of monitoring an event
2. propose **how** events can be **monitored**
3. explain the **importance** of post event evaluation
4. compare **techniques** to **evaluate** events.

### Range

#### Importance (monitoring)

For purpose of: quality, consistency, scheduling, safety, legal, environmental, customer satisfaction, critical path analysis

#### How

Checklists, visual, timetables, safety checks, walk the floor, remote monitoring, regular communications (radio, telephone), delegation and feedback

#### Monitored

Checking of: health and safety, queue management, resource management, customer satisfaction, vandalism, clear access and egress, event scheduling, implementing contingency plans, redeploying staff, accidents and emergencies

#### Importance (evaluation)

Identify strengths and weakness with recommendations for future improvements, measure outcomes against aims and objectives to determine success/failure of an event,

#### Techniques

Financial appraisal, customer satisfaction responses, quality controls systems, attendance figures, critical incident reports

#### Evaluate

Analyse event performance, check (SMART) objectives met, assess feedback, determine customer satisfaction, profit/loss, areas for improvement, redefine objectives for next event

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**Level:** 4

**Credit value:** 3

**Unit aim**

This unit will enable learners to seek out internal and external sources of finance, develop a financial bid, write a sponsorship programme and understand how to achieve effective sponsorship management.

**Learning outcomes**

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

402.1: Understand the main sources of finance available to specific organisations and events

402.2: Understand the key considerations in formulating a sponsorship arrangement

402.3: Be able to produce a funding bid for a sports and leisure organisation

**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:

- A13 - Influence, develop and review strategy for sport and active leisure
- A28 - Obtain additional finance for the organisation

**Assessment**

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

## Unit 402

402.1

## Funding and sponsorship in sport

Understand the main sources of finance available to specific organisations and events

### Underpinning knowledge

The learner can:

1. identify the different **sources** of finance available to **profit** and **not-for-profit** sport and leisure organisations
2. explain the advantages of sources of finance available to a sport and recreation organisation
3. explain the disadvantages of sources of finance available to a sport and recreation organisation.

### Range

#### Sources

Sponsorship, grants, gifts, loans, lottery, public/private finance initiatives

#### Profit

Private sector operators, professional sports clubs, leisure contractors

#### Not-for-profit

Public sector operators, trust status providers, charitable trusts, voluntary sports clubs, volunteer boards

## Unit 402

402.2

## Funding and sponsorship in sport

Understand the key considerations in formulating a sponsorship arrangement

### Underpinning knowledge

The learner can:

1. identify potential **stakeholders** of a sponsorship arrangement
2. explain the **issues** to be considered for a sponsorship arrangement
3. explain the potential **positive outcomes** from a sponsorship arrangement
4. explain the potential **negative outcomes** from a sponsorship arrangement
5. explain the **processes** involved in producing a sponsorship package.

### Range

#### Stakeholders

Local businesses, local authority, corporate, multi-national, international, individuals, National Governing Bodies, professional/amateur clubs, Non-Government Public Bodies

#### Issues

Ethical, organisational, brand/image, social, cultural, political, environmental, unique selling points, potential sponsors, legal/contractual, risk

#### Positive outcomes

Raised brand awareness, financial, resources, increased sales, brand association, creditability and kudos

#### Negative outcomes

Loss of control, reputation, fragility, loss of income, conflicts of interest

#### Processes

Initial discussion/negotiation, understanding needs of all parties, draft agreement/contract, completion, legacy

## Unit 402

402.3

## Funding and sponsorship in sport

Be able to produce a funding bid for a sports and leisure organisation

### Practical skills

The learner can:

1. produce a funding bid for a sports and leisure organisation

### Underpinning knowledge

The learner can:

1. describe the **criteria** that makes up a funding bid
2. explain the **process** involved in a funding bid
3. explain the **evaluation** process for a funding bid.

### Range

#### Criteria

Aims and objectives, project plan, budgeting (financial, other resources), how success will be measured, risk analysis, relationship between sponsor and parent organisation

#### Process

Initial contact, application in writing, presentation, cost benefit analysis, time lines, service level agreements, contract, negotiation, feedback, resolution

#### Evaluation

Qualitative/quantitative outcomes



## Appendix 1 Relationships to other qualifications

### Links to other qualifications and frameworks

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

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

		INCREASING PARTICIPATION IN SPORT & ACTIVE LEISURE IN COMMUNITY SETTINGS			EMPLOYMENT AWARENESS IN ACTIVE LEISURE & LEARNING	PERSONAL TRAINING	
		LEVEL 3			LEVEL 3	LEVEL 3	
Unit No.	Unit title	4863-36 Level 3 Award	4863-36 Level 3 Certificate	4863-36 Level 3 Diploma	4835-03 Level 3 Award	4903-03 Level 3 NVQ Diploma	4926-03 Level 3 Certificate
302	Health, safety and risk management in sport and active leisure	M	M	M			
303	Customer service in sport and active leisure		O	O			
312	Understanding the active leisure and learning sector		O	O	M		
202	Safeguarding and protecting Children and young people in sport and active leisure		M	M			
216	Working with participants with disabilities in sport and active leisure	O	O	O			
217	Understanding employment rights and responsibilities				M		
307	Factors affecting participation in sport and physical activity	M	M	M			
311	Communication and public relations for sports performers		O	O			
313	Anatomy and physiology for exercise and health					M	M
401	Event management in sport and leisure		O	O			
402	Funding and sponsorship in sport		O	O			

## Appendix 2 Sources of general information

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

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

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

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

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

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

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

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

- ***Walled Garden***  
Find out how to register and certificate candidates on line
- ***Events***  
Contains dates and information on the latest Centre events
- ***Online assessment***  
Contains information on how to register for GOLA assessments.

## Useful contacts

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

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

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