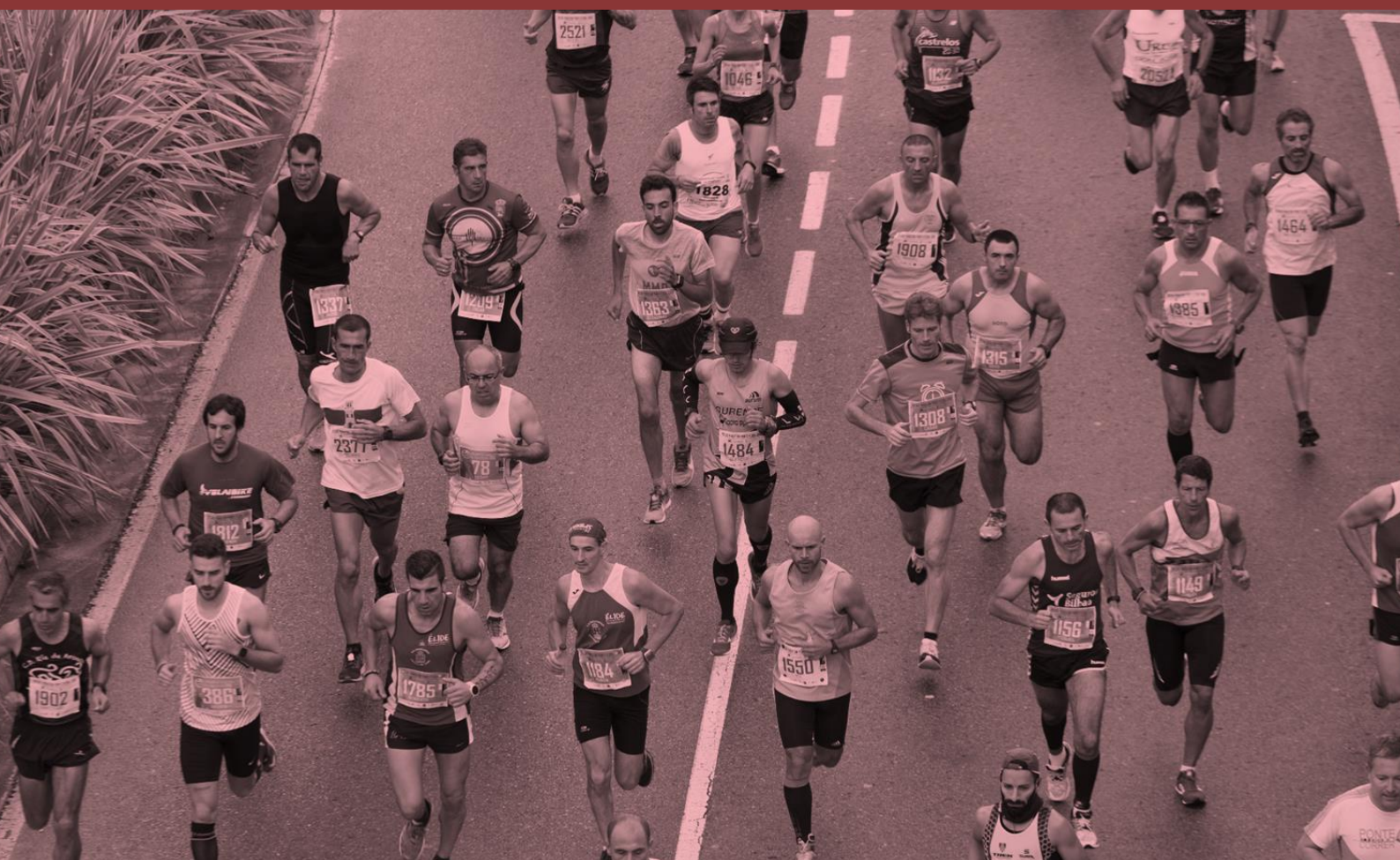


YMCA Level 3 Award in Increasing Participation in Sport and Active Leisure in Community Settings (603/1445/X)

YMCA Level 3 Certificate in Increasing Participation in Sport and Active Leisure in Community Settings (603/1446/1)

YMCA Level 3 Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (603/1454/0)

Qualification Specification



YMCA Awards

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YMCA Level 3 Award, Certificate & Diploma in Increasing Participation in Sport and Active Leisure in Community Settings

Qualification Specification

Qualification number:

Award (603/1445/X)

Certificate (603/1446/1)

Diploma (603/1454/0)

Operational start date: 01 September 2017

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or simply wish to boost their skills. Our high quality resources and assessment materials have been created by industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all, we have helped over 200,000 people launch and advance their careers.

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Qualification overview

This qualification is regulated by:

- Ofqual
- CCEA Regulation (Council for Curriculum, Examinations and Assessment)
- QW (Qualifications Wales)

Qualification aim

The aim of this qualification is to give learners a wide range of areas related to the skills and knowledge required for preparing to work or go onto further learning or training within the sports industry.

Overview of knowledge, skills and understanding

Learners will cover:

- Sports development
- Health, safety and welfare in sport and active leisure
- Understanding the sector
- Customer service in sport
- Factors that can influence and affect participation
- Communication and public relations
- The rules and regulations of officiating in sport
- Working with participants with disabilities in sport and active leisure
- Safeguarding

- The role of funding and sponsorship in sport
- Event management
- Understanding the fundamentals of coaching
- Supporting participants' lifestyles through coaching in sport
- Talent identification and building legacy
- Physical education and youth sport

Target group and age range

This qualification is aimed at learners age 16 and over.

Qualification structure

To achieve the YMCA Level 3 Award in Increasing Participation in Sport and Active Leisure in Community Settings, learners must achieve 12 credits from the 3 mandatory units*.

To achieve the YMCA Level 3 Certificate in Increasing Participation in Sport and Active Leisure in Community Settings, learners must achieve 13 credits from the 4 mandatory units and a minimum of 16 credits from the optional units, making a total of 29 credits.

To achieve the YMCA Level 3 Diploma in Increasing Participation in Sport and Active Leisure in Community Settings, learners must achieve 13 credits from the 4 mandatory units and a minimum of 29 credits from the optional units, making a total of 42 credits.

Unit reference number	Unit title	Level	Credit	Mandatory/Optional
T/615/7408	Health, safety and risk management in sport and active leisure*	3	5	Mandatory
A/615/7409	Factors affecting participation in sport and physical activity*	3	4	Mandatory
M/615/7410	Sport development*F	4	3	Mandatory
D/601/8230	Safeguarding and protecting children and young people in sport and active leisure	2	1	Mandatory
K/615/6885	Working with participants with disabilities in sport and active leisure	2	7	Optional
M/615/7116	Talent identification in sport	2	3	Optional
T/615/7120	Understanding the principles of safe and equitable coaching practice	2	2	Optional
T/615/7411	Customer service in sport and active leisure	3	3	Optional
R/615/7433	Communication and public relations for sports performers	3	4	Optional

F/600/1758	Understanding the active leisure and learning sector	3	3	Optional
D/615/7435	Rules, regulations and officiating in sport	3	5	Optional
H/615/7436	Building legacy through sporting events	3	5	Optional
M/615/7438	Physical education and youth sport	3	5	Optional
K/615/7437	Understanding the fundamentals of coaching programmes	3	3	Optional
T/615/7439	Understanding the principles of planning coaching programmes	3	3	Optional
K/615/7440	Understanding how to support participants' lifestyles through coaching programmes	3	3	Optional
M/615/7441	Event management in sport and leisure	4	3	Optional
T/615/7442	Funding and sponsorship in sport	4	3	Optional

The Total Qualification Time (TQT) for the Award is 120. The Guided Learning Hours (GLH) assigned are 103.

The Total Qualification Time (TQT) for the Certificate is 290. The Guided Learning Hours (GLH) assigned are 222.

The Total Qualification Time (TQT) for the Diploma is 420. The Guided Learning Hours (GLH) assigned are 329.

Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- E-learning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)
- Invigilated assessment (external tests sat under controlled or open-book conditions)
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- E-learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record (LAR) at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to offer feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to offer feedback before your next EQA visit, please email us: awards.products@ymca.co.uk.

Entry requirements

There are no formal entry requirements for candidates undertaking these qualifications.

Opportunities for progression

This qualification can lead to or help the following job roles:

- leisure centre assistant
- sports development officer
- sports coach
- holiday centre manager
- personal trainer
- gym instructor
- sports development officer
- community sports leader/manager.

This qualification can lead to the following further education:

- YMCA Level 3 Award, Certificate & Diploma in Sport
- YMCA Level 3 NVQ Diploma in Leisure Management

Mapping to standards

The National Occupational Standards represented in the units of these qualification are:

- C22 - Promote safety in the sport and activity environment
- C36 - Support the protection of children from abuse
- C27 - Ensure the health, safety, welfare and security of customers and staff
- C33 - Work with others to improve customer service
- D24 - enable people with disabilities to take part in activities
- D442 - adapt a physical activity programme to the needs of disabled clients
- A324 - Develop productive working relationships with colleagues
- 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
- D62 - Support the development of sport and physical activity in education
- D210 - Promote equality and diversity in sport and physical activity

- D420 - Establish and maintain an environment that will assist participation progression
- B230 - Sell products and services in face-to-face settings
- ES7 - Communicate and work effectively with other people whilst seeking to achieve excellence in your sport
- B28 - Plan a coaching programme
- D418 - Implement a coaching programme
- D421 - Evaluate a coaching programme and continuously develop own practice
- A323 - Manage your own resources and professional development
- A212 - Manage physical resources for sport and active leisure
- A13 - Influence, develop and review strategy for sport and active leisure
- A28 - Obtain additional finance for the organisation
- D472 - Plan a series of sports coaching sessions
- D473 - Prepare the sports coaching environment
- D474 - Deliver a series of sports coaching sessions
- D475 - Monitor and evaluate sports coaching sessions
- OF6 - Continuously develop and maintain own ability to apply rules/laws/regulations and their interpretation consistently within the spirit of the sport/activity
- OF14 - Accurately apply rules/laws and their interpretation during performance
- OF15 - Evaluate the quality of competitions and communication of judgements consistently
- B225 - Plan a long term coaching programme
- D430 - Coach athletes in the fundamentals stage
- D431 - Coach athletes in the learning to train stage
- D432 - Coach athletes in the training to train stage
- D433 - Coach athletes in the training to compete stage
- D434 - Coach athletes in the training to win stage
- B14 - Assist athletes to plan and manage their lifestyle
- B15 - Assist athletes to plan and manage their own career
- D435 - Apply behaviour management strategies to a coaching programme
- D436 - Apply the principles of nutrition to a coaching programme

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website: www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: www.ymcaawards.co.uk/approvals.

Tutor, assessor and IQA requirements

Staff carrying out the delivery, assessment and internal quality assurance of these qualifications must be able to demonstrate that they meet the requirements listed below.

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

Tutors

YMCA Level 3 Award, Certificate & Diploma in Increasing Participation in Sport and Active Leisure in Community Settings | Qualification Specification | Version 1

Tutors must:

- be technically competent in the areas for which they are delivering training. This competence must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be delivering
- 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.

Tutors should ideally hold, or be working towards, one of the following qualifications:

- Level 3 Award, Level 4 Certificate or Level 5 Diploma in Education and Training
- Bachelor of Education (BEd)
- Certificate in Education (Cert Ed)
- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- City & Guilds Further and Adult Education Teaching Certificate
- Postgraduate Certificate in Education (PGCE)
- SVQ Learning and Development [units should relate to provision of learning and development]

If none of the above are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which tutors may achieve a recognised teaching qualification.

Assessors

Assessors must:

- be technically competent in the areas for which they are assessing. This competence must be at least to the same level as the assessment
- 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 carrying out assessment. This knowledge must be at least to the same level as the assessment
- have credible experience of providing training and assessment.

Assessors should ideally hold, or be working towards, one of the following qualifications:

- Level 3 Certificate in Assessing Vocational Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Assessor unit A1 Assess Candidates Using a Range of Methods
- D32/33 Assess Candidate Performance Using Differing Sources of Evidence

Note: holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards for Learning and Development which can be found on the NOS Database:

www.ukstandards.org.uk

If none of the above are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which assessors may achieve a recognised assessor qualification.

The assessor may be the tutor. However, the assessor cannot be the internal verifier.

Internal verifiers

Internal verifiers must:

- be technically competent in the areas for which they are carrying out internal verification. This competence must be at least to the same level as the qualification
- be occupationally knowledgeable in the areas of Sport and Active Leisure for which they are carrying out internal verification. This knowledge must be at least to the same level as the qualification
- have credible experience of internal quality assurance.

Internal verifiers should ideally hold, or be working towards, one of the following qualifications:

- Level 4 Award in Internal Quality Assurance
- Level 4 Certificate in Leading Internal Quality Assurance
- SVQ Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

Note: holders of V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development which can be found on the NOS Database:

www.ukstandards.org.uk

If none of the above are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which internal verifiers may achieve a recognised internal quality assurance qualification.

It is also recommended that internal verifiers hold a recognised assessing qualification.

Registration

All learners must be registered within the first 10% of the duration of their course (e.g., for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: www.ymcaawards.co.uk/registration.

Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland and regulated by CCEA Regulation (Council for Curriculum, Examinations and Assessment)
- Wales and regulated by QW (Qualifications Wales).

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards have made every attempt to make sure there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Enquiries and appeals procedures

YMCA Awards have an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website:

www.ymcaawards.co.uk/centres/policies-and-procedures.

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is a unit-based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (e.g., be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated the observation can be simulated and be internally assessed.

Knowledge-based learning outcomes (e.g., know or understand) can be assessed in a number of different ways such as worksheets, projects and professional discussion. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards assessment policies and procedures

www.ymcaawards.co.uk/centres/centre-guidance.

The assessment for these qualifications will be through practical demonstration and assignments which will be externally set, internally assessed and externally verified.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

A Learner Assessment Record is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link: www.ymcaawards.co.uk/download-resources/lars.

Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (LAR) is not used to show evidence of internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio covers the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- Evidence index
- Assessor observation – completed observational checklists and related action plans

- Witness testimony
- Candidate's proof of work
- Worksheets
- Assignments/projects/reports/presentations
- Record of professional discussion
- Record of oral and written questioning
- Candidate and peer reports
- Recognition of prior learning (RPL)
- Summary of achievement.

Centres need to ensure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessments methods, see the suggested example in the 'Qualification content' section of this specification. We also have a selection of Word template documents that you might find useful when creating your learner's portfolios of evidence.

External assessment

There is no external assessment in this qualification.

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Internal and external quality assurance

The role of the Internal Quality Assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the External Quality Assurer (EQA). For further information on the role of the IQA and the EQA go to the website: www.ymcaawards.co.uk/centres/centre-guidance.

Qualification content

Unit specifications, range and recommended assessment methods

Health, safety and risk management in sport and active leisure (T/615/7408)

Unit aim

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

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

Unit content

The learner will:

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

The learner can:

- 1.1 Explain responsibilities of employers under health and safety legislation
- 1.2 Explain responsibilities of employees under health and safety legislation
- 1.3 Identify sources of support in meeting health and safety requirements
- 1.4 Explain the importance of health, safety and welfare in the workplace

The learner will:

2. Understand how health and safety legislation applies in the workplace

The learner can:

- 2.1 Describe the principles of correct manual handling
- 2.2 Explain the process for dealing with hazardous substances
- 2.3 Explain the responsibilities of supervisors in relation to health and safety
- 2.4 Explain how organisations ensure compliance with legislation

The learner will:

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

The learner can:

- 3.1 Carry out a risk assessment in sport and active leisure
- 3.2 Allocate priorities according to risk
- 3.3 Identify control measures
- 3.4 Evaluate control measures

The learner will:

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

The learner can:

- 4.1 Develop safety checklists for use in sport and active leisure
- 4.2 Complete safety checks in sport and active leisure
- 4.3 Make recommendations for follow up action
- 4.4 Describe what should be included on a safety checklist
- 4.5 Describe how to conduct safety checks
- 4.6 Explain the importance of follow up action
- 4.7 Explain the importance of maintaining a recording system for health, safety and risk management

Assessment specification

Presentation
Risk assessment
Safety checklist
Short answer questions

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

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

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

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

Factors affecting participation in sport and physical activity (A/615/7409)

Unit aim

This 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 encouraged or 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.

Unit content

The learner will:

1. Understand participation in sport and physical activity

The learner can:

- 1.1 Identify reasons for participating in sport and physical activity
- 1.2 Explain how regular participation in sport and physical activity benefits individuals
- 1.3 Explain how individuals' regular participation in sport and physical activity benefits society
- 1.4 Identify typical levels of participation of different populations in sport and physical activity
- 1.5 Identify recommended levels of physical activity for individuals

The learner will:

2. Understand factors that affect participation in sport and physical activity

The learner can:

- 2.1 Explain how factors affect participation in sport and physical activity
- 2.2 Explain how a factor can be an enabler or a barrier to participation in sport and physical activity

The learner will:

3. Understand strategies to increase participation in sport and physical activity

The learner can:

3.1 Explain strategies to improve participation rates in sport and physical activity

3.2 Describe how to implement strategies to improve participation rates in sport and physical activity

3.3 Identify methods of evaluating the effectiveness of strategies to improve participation rates in sport and physical activity

Assessment specification

Report

Presentation notes

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

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

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

Sport development (M/615/7410)

Unit aim

This unit develops a learner's understanding of current sports development policy and practice, including the role and operation of various agencies and organisations in the United Kingdom. The unit also develops understanding of how sport development initiatives are delivered, their impact and how they are evaluated.

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

Unit content

The learner will:

1. Understand the rationales and principles that underpin current sports development policy and practice

The learner can:

- 1.1 Define the principles, rationales and ethos of sport development
- 1.2 Explain how the concept of sports development has evolved

The learner will:

2. Understand the role and operation of agencies and organisations involved in the delivery of sports development in the UK

The learner can:

- 2.1 Explain the role and influence of agencies and organisations in sports development
- 2.2 Analyse the impact of partnership working between agencies and organisations

The learner will:

3. Understand how sport development initiatives are delivered

The learner can:

- 3.1 Analyse current sports development initiatives
- 3.2 Identify the influences on the delivery of sports development initiatives
- 3.3 Explain how sports development initiatives are delivered
- 3.4 Explain the constraints of partnership working in a sports development context

The learner will:

4. Understand the impact of sport development initiatives and how they are evaluated

The learner can:

- 4.1 Assess the impact of sports development on society
- 4.2 Describe how sports development outcomes are evaluated

Assessment specification

Report

Range

Agencies and organisations

National Lottery, Central Government (DCMS), Local Authorities, UK Sport, Sports Councils, commercial sponsors, Youth Sports Trust, schools, colleges, universities, Local Authorities (County Sports Partnerships etc), National Governing Bodies

Safeguarding and protecting children and young people in sport and active leisure (D/601/8230)

Unit aim

This unit is designed to provide 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.

Unit content

The learner will:

1. Know the foundations of safeguarding and protecting children and young people

The learner can:

- 1.1 Describe what is meant by safeguarding, protecting and promoting the welfare of children
- 1.2 Identify the principles that underpin work to safeguard and protect children and young people in sport and active leisure
- 1.3 Describe what constitutes good working practice for the safeguarding and protecting of children and young people in sport and active leisure

The learner will:

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

The learner can:

- 2.1 Describe how to communicate effectively with children and young people
- 2.2 Describe how to establish rapport and respectful relationships with children, young people, their families and carers
- 2.3 Explain the importance of demonstrating fair play in sport and active leisure
- 2.4 Describe how to ensure all children and young people are treated fairly in sport and active leisure
- 2.5 Describe how to implement duty of care in the safeguarding of children and young people

The learner will:

3. Understand how to recognise indicators of abuse and neglect

The learner can:

- 3.1 Identify the different types of child abuse or neglect
- 3.2 Identify the indicators of child abuse or neglect
- 3.3 Explain how to be alert to potential indicators of child abuse or neglect
- 3.4 Explain how to be alert to risks which individual abusers, or potential abusers may pose to children

The learner will:

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

The learner can:

- 4.1 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
- 4.2 Explain the importance of sharing information regarding child abuse and neglect
- 4.3 Explain the importance of maintaining confidentiality in relation to child abuse and neglect
- 4.4 Describe the procedure to respond to a report of child abuse and neglect
- 4.5 Describe what to do when experiencing barriers to reporting child abuse and neglect.
- 4.6 Identify organisational policies and procedures for safeguarding and protecting children and young people in sport and active leisure

Assessment specification

Short answer questions

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

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.

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

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

Working with participants with disabilities in sport and active leisure (K/615/6885)

Unit aim

This unit is aimed at those who work or 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.

Unit content

The learner will:

1. Describe the key issues which affect participants with disabilities

The learner can:

1.1 Outline key considerations when working with participants with disabilities/impairments

1.2 Describe the models of disability

1.3 Outline barriers to participation for people with disabilities

1.4 Describe the pathways in which participants with disabilities can be included in sport and leisure activities

1.5 Describe examples of sport and leisure activities that can be accessed by participants with disabilities

1.6 Outline the purpose of key organisations associated with disability in Sport and Active Leisure in the UK

1.7 Outline the main acts of parliament and practices that relates to working with participants with disabilities

1.8 Explain how facilities may be adapted for participants with disabilities in the Sport and Active Leisure Industry

The learner will:

2 Review safe working practices

The learner can:

2.1 Follow health and safety procedures

2.2 Carry out risk assessments

2.3 Review EOPs/NOPs (Emergency Operational Procedures/Normal Operational Procedures)

2.4 Identify potential additional health and safety issues for working with participants with disabilities

2.5 Identify additional hazards that may need to be considered when working with participants with disabilities

2.6 Explain the importance of carrying out a risk assessment

2.7 Outline the key stages of a risk assessment

2.8 Describe procedures for controlling the risk arising from hazards

2.9 Identify key features of EOPs/NOPs (Emergency Operational Procedures/Normal Operating Procedures)

2.10 Describe the types of specialist equipment that may be required for participants with disabilities

2.11 Explain the importance of reviewing health and safety practices

The learner will:

3 Lead sport and leisure activities for participants with disabilities

The learner can:

3.1 Prepare to deliver sport and leisure activities to participants with disabilities

3.2 Deliver sport and leisure activities to participants with disabilities

3.3 Communicate effectively with participants with disabilities

3.4 Use resources effectively with participants with disabilities

3.5 Review sport and leisure activities

3.6 Outline the considerations when preparing to deliver sport and leisure activities for participants with disabilities

3.7 Outline the importance of profiling

3.8 Outline communication issues that may arise when working with participants with disabilities

3.9 Identify communication skills and methods that may be required to work effectively with participants with disabilities

3.10 Describe types of resources that may be required to deliver effective sport and leisure activities for participants with disabilities

3.11 Outline the importance of feedback and evaluation

3.12 Outline key features of an effective session

Assessment specification	Produce a guide Conduct risk assessments Plan, lead and review sport and leisure activity Short answer questions
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Range

Key considerations

Environmental, physical, social, educational, medical

Disabilities/impairments

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

Recognised model of disability

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

Barriers

Real: inaccessible information, inaccessible buildings, inaccessible transport, inflexible organisational procedures and practices, previous disabling barriers (e.g. attendance at special school), lack of training

Perceived: prejudice and stereotypes

Pathways

Main stream activities, adapted specific sport activities

Main acts of parliament and practices

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

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

Examples of sport and leisure activities

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

Key organisations

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

Facilities

Leisure centres, community centres, community youth clubs, sports clubs, schools and colleges, outward bound centres

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

Considerations

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

Profiling

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

Communication skills and methods

Communicate with participants rather than the carers/supporters, voice projection, voice tone, hand gestures, body language, visual, written, verbal, pictorial, sign language as appropriate, helpers, appropriate tactile communication, empathy/tolerance

Resources

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

Importance of feedback and evaluation

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

Key features

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

Talent identification in sport (M/615/7116)

Unit aim

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

Learners will have the opportunity to explore and discuss the influences, benefits and success of talent identification and development systems/programmes. Centres are encouraged, where possible, to make use of trips, visits and guest speakers to enliven discussions and bring reality to research and assessment tasks.

Unit content

The learner will:

1. Know the predictors used to identify potential and talent in sport

The learner can:

- 1.1 Define talent identification
- 1.2 Identify potential predictors of talent in sport
- 1.3 Describe how predictors are used to identify potential participation pathways

The learner will:

2. Understand how sporting talent is developed and maintained

The learner can:

- 2.1 Outline the aim of the sports development continuum
- 2.2 Identify key personnel who contribute to the success of talent development
- 2.3 Identify factors which impact on talent development
- 2.4 Describe methods used to engage individuals with talent

The learner will:

3. Understand reasons for developing talent identification systems

The learner can:

- 3.1 Explain the importance of investing in talent identification systems
- 3.2 Describe benefits of talent identification systems to individuals
- 3.3 Describe benefits of talent identification systems to organisations
- 3.4 Identify threats to the success of talent identification systems

Assessment specification

Presentation
Report

Range

Predictors

Social, physical, physiological, psychological, technical/skill

Participation pathways

Unisport/team sport, multisport, unidimensional, multidimensional

Key personnel

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

Factors

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

Individuals

Athletes/performers

Organisations

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

Threats

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

Understanding the principles of safe and equitable coaching practice (T/615/7120)

Unit content

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

Unit content

The learner will:

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

The learner can:

- 1.1 Describe the health and safety requirements that are relevant to planned sport-specific activities and competition
- 1.2 Describe how to structure coaching sessions to minimise the risk of injury to participant(s)
- 1.3 Explain how to plan for contingencies to coaching sessions as a result of external influences
- 1.4 Explain how to implement contingencies to coaching sessions as a result of external influences
- 1.5 Describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition
- 1.6 Outline the main rules/regulations of the sport/activity appropriate to the level of the participant(s)
- 1.7 Explain how to interpret and communicate the rules/regulations of the sport/activity to participant(s)
- 1.8 Describe the coach's duty of care responsibilities for participant(s), including children
- 1.9 Outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately
- 1.10 Describe the following requirements for ensuring the protection of children from abuse:
 - legal requirements
 - sport-specific requirements
- 1.11 Describe the insurance requirements on a coach operating in a coaching environment

The learner will:

2. Understand how to ensure equitable coaching of sport-specific activities

The learner can:

2.1 Describe the following requirements impacting on equitable coaching:

- legal requirements
- sport-specific requirements

2.2 Explain the purpose of sport-specific Codes of Practice for coaching

2.3 Explain how sport-specific Codes of Practice for coaching impact on coaching behaviour

2.4 Describe methods to minimise barriers to participant development

2.5 Explain what information is required in order to provide appropriate and safe opportunities for disabled participant(s) and specific populations

2.6 Describe the nature of impairments and how their implications may affect aspects of the coaching process

2.7 Describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment

2.8 Describe how and when to involve support staff to ensure participant(s)' needs are provided for within the coaching activity

2.9 Describe how to adapt and progress activities and sessions

2.10 Describe how to prepare athletes for competition

2.11 Identify types of performance enhancing drugs and illegal substances

2.12 Explain how a coach can discourage the use of performance enhancing drugs and any illegal substances

Assessment specification

Presentation

Briefing notes

Short answer questions

Range

Requirements

Coach credentials, risk assessment

Contingencies

Session plan, group size, equipment, venue/facility, timings

External influences

Weather, surface, equipment, difficulty level, attendance

Principles

Observation, safety, removal, reporting

Main rules/regulations

Technical content, safety requirements, resource needs

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Duty of care

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

Coaching environment

Facility, surface, equipment, participants, atmosphere

Legal requirements

Age of coach, CRB checks, recruitment policy, NGB specifics

Insurance requirements

Public liability, employers liability

Purpose

Safety, inclusion, enjoyment, development

Impact

Attendance figures, relative safety, spectator numbers, disciplinary incidents, retention statistics

Methods

Learning styles, session planning, equipment used, equality

Information

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

Impairments

Cognitive, learning, psychological, emotional

Support staff

Assistant coaches, parents, volunteers

Performance enhancing drugs

Mass builders (e.g. steroids, hormones), stimulants, painkillers, sedatives, diuretics, maskers

Illegal substances

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

Customer service in the sport and active leisure industry (T/615/7411)

Unit aim

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

Unit content

The learner will:

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

The learner can:

- 1.1 Describe characteristics of good customer service
- 1.2 Describe soft skills that support good customer service
- 1.3 Describe the importance of personal presentation in the sport and active leisure industry
- 1.4 Describe benefits of customer service in the sport and active leisure industry
- 1.5 Identify internal and external customers in the sport and active leisure industry

The learner will:

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

The learner can:

- 2.1 Respond to customer requests
- 2.2 Tailor customer service to different types of customers
- 2.3 Manage customer complaints appropriately
- 2.4 Describe the role of the individual when delivering customer service
- 2.5 Describe how to identify customer needs and expectations
- 2.6 Explain the importance of anticipating and responding to varying customers' needs and expectations
- 2.7 Identify specific characteristics to use when communicating in different situations with customers
- 2.8 Identify complaint handling procedures
- 2.9 Describe the importance of dealing with complaints in a positive manner

Assessment specification

Practical observation
Manual

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

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

Communication and public relations for sports performers (R/615/7433)

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 present themselves in a positive manner at events.

Unit content

The learner will:

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

The learner can:

- 1.1 Explain the importance of public relations for sport performers
- 1.2 Identify the range of public relations activities
- 1.3 Explain the impact of media involvement in sport
- 1.4 Explain the relationship between sports performers and the media
- 1.5 Describe the consequences of negative public relations
- 1.6 Explain the importance of personal presentation appropriate to the public relations event

The learner will:

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

The learner can:

- 2.1 Prepare to be interviewed by the media
- 2.2 Respond professionally to interview questions
- 2.3 Review and reflect on performance during a media interview
- 2.4 Explain key factors to consider when preparing for a media interview
- 2.5 Identify appropriate communication skills for a media interview
- 2.6 Explain the importance of establishing rapport with an audience
- 2.7 Describe methods to establish rapport with an audience

Assessment specification

Media interview preparation
Presentation notes
Article

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

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

Understanding the active leisure and learning sector (F/600/1758)

Unit aim

This unit covers the knowledge and understanding 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
- detailed information about the subsector in which the learner works
- career opportunities.

Unit content

The learner will:

1. Understand the key features of the Active Leisure and Learning sector

The learner can:

- 1.1 Describe the Active Leisure and Learning sector's scope and size
- 1.2 Explain the contribution that Active Leisure and Learning makes to the economy and society
- 1.3 Explain the role of the Sector Skills Council responsible for Active Leisure and Learning
- 1.4 Define the main subsectors within the Active Leisure and Learning sector

The learner will:

2. Understand the key features of the Active Leisure and Learning subsector in which they work

The learner can:

- 2.1 Describe the composition of their subsector in terms of public, private and voluntary organisations
- 2.2 Analyse the size of their subsector in terms of employment and participation
- 2.3 Interpret the economic and social value of their subsector
- 2.4 Explain factors causing change in their subsector
- 2.5 Explain the essential principles, values or codes of practice in their subsector
- 2.6 Describe the roles of key organisations in their sector, including any representative and regulatory bodies, trade unions and trade associations
- 2.7 Explain the links their subsector has with other industries

The learner will:

3. Understand employment and career opportunities in the Active Leisure and Learning subsector in which they work

The learner can:

- 3.1 Identify sources of information on career progression, training and education
- 3.2 Describe the main job roles within their subsector
- 3.3 Describe potential career pathways in their subsector
- 3.4 Identify what is required to progress in their subsector in terms of qualifications, skills and knowledge, experience and personal qualities
- 3.5 Explain how skills and knowledge acquired in their subsector could relate to job opportunities elsewhere

Assessment specification

Factsheet

Leaflet

Career guide

Range

Scope and size

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

Sub-sectors

Sport and Recreation, Health and Fitness, Playwork, Outdoors, Caravans

Factors

Eg economy, government, media

Roles

Education and training, setting and enforcement of industry standards, awarding, marketing promotion, sharing best practice, providing information and advice, research, inspection, consumer protection

Key organisations

Consumer groups, professional bodies, user groups, service providers (public, private, voluntary)

Sources of information

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

Pathways

Sub-sector specific, supervisory, management

Skills

Team-work, technical, communication, listening, interpersonal, social, organisational, leadership

Personal qualities

Customer-focus, reliability, discipline, commitment, motivation, presentable, friendly and approachable, initiative, leadership

Rules, regulations and officiating in sport (D/615/7435)

Unit aim

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

The unit has elements of practical performance and it is expected that learners will engage with the analysis and review of other officials as well as self-review. Learners are encouraged to experience a range of officiating roles within the unit so they can gain good foundation knowledge of officiating.

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

Unit content

The learner will:

1. Understand the roles, skills, knowledge and responsibilities of sports officials

The learner can:

- 1.1 Explain types of officials in sport
- 1.2 Compare different roles performed by officials in sport
- 1.3 Explain the skills and knowledge required to be an effective official in sport
- 1.4 Explain the range of responsibilities of sports officials

The learner will:

2. Understand the rules and regulations in a sport

The learner can:

- 2.1 Explain the key rules of a sport
- 2.2 Explain the laws and regulations of a sport

The learner will:

3. Be able to analyse the performance of officials in sport

The learner can:

- 3.1 Develop observation feedback forms to analyse performance of officials in sport
- 3.2 Complete observation feedback forms
- 3.3 Identify the strengths and areas for development in the performance of officials in sport
- 3.4 Develop strategies to improve performance of officials in sport
- 3.5 Explain different methods used to analyse the performance of officials in sport
- 3.6 Identify criteria used to analyse performance of officials in sport
- 3.7 Explain the factors that impact upon the performance of officials in sport

The learner will:

4. Be able to officiate a sport

The learner can:

- 4.1 Carry out an officiating role in a sport
- 4.2 Apply the rules, regulations and laws of sport
- 4.3 Review own performance
- 4.4 Design a personal development plan
- 4.5 Evaluate the strengths and areas for development in own performance
- 4.6 Explain strategies to improve own performance as an official

Assessment specification

Short answer questions
Guide
Feedback form
Observation and feedback
Practical and self-evaluation
Personal development plan

Range

Types

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

Roles

Referees, line-judges, timekeepers, judges, scorers, assistant referees, umpires, video-referees, 'extra' officials (e.g. '4th official')

Skills & Knowledge

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

Responsibilities

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

Strengths and areas for development

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

Methods

Observation (e.g. video analysis), performance profiling, SWAT analysis, self and peer review and feedback, fitness assessment/analysis

Officiating role

Referee, assistant referee, line-judge, scorekeeper, judge timekeeper, 'extra' official (e.g. 4th official) video referee.

Strengths and areas for development

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

Building legacy through sporting events (H/615/7436)

Unit aim

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

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

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

Unit content

The learner will:

1. Understand the relationship between sports events and legacy

The learner can:

- 1.1 Explain the benefits of sport to individuals, communities and nations
- 1.2 Describe types of intervention that can lead to sport legacies
- 1.3 Describe the legacies created by sporting events at local and national level

The learner will:

2. Understand the factors that help to make legacies through sport successful

The learner can:

- 2.1 Explain how factors contribute to legacies through sport
- 2.2 Explain how measures are used to evaluate the success of legacies through sport

The learner will:

3. Be able to develop a plan for sporting interventions to provide local legacy

The learner can:

- 3.1 Identify community needs that could be resolved through sporting interventions
- 3.2 Develop plans for sporting interventions to provide local legacy
- 3.3 Explain the importance of setting objectives for an intervention
- 3.4 Describe common community needs that could be resolved through sporting interventions
- 3.5 Identify the criteria for planning an intervention
- 3.6 Describe how to evaluate the success of sporting interventions

Range

Intervention

Direct, indirect

Legacies

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

Positive and negative.

Factors

Funding available for the project, marketing, branding, quality of project/initiative, competition/competitors, price/cost and value for money, market environment, demand/need, media coverage/exposure, income vs. expenditure/costs, environmental conditions

Measures

Profit/profitability, income, expenditure, growth, sustainability, achieving targets, aims and objectives, tourism, regeneration, increased employment and community engagement, improved infrastructure, improved and sustained participation rates

Criteria

Objectives, reflecting needs, research, resources, finance, time-scales, partnership working, partner's agenda

How

Participation/attendance, satisfaction survey, focus groups, crime figures, health figures

Physical education & youth sport (M/615/7438)

Unit aim

This unit aims to engage learners in discussions about the aims and rationale of physical education (PE) and school sport. The unit will enable learners to investigate the history and development of PE and school sport and to see how PE and school sport has changed over time.

The unit will allow learners to see the value and importance of PE and PE teaching in shaping positive, active leisure and physical activity choices for people. Learners will have the opportunity to engage with their own experiences and examine how this has shaped their and their peers' attitudes to sport and physical activity.

This unit will be of particular value to learners who wish to pursue careers in teaching, education and youth sport. The unit will help to contextualise the current development and focus of PE and school sport as well as enable learners to consider any future progress and developments.

Unit content

The learner will:

1. Understand the stages of development and government involvement in Physical Education (PE) in the UK

The learner can:

- 1.1 Summarise the role of Nineteenth century public schools in the development of Physical Education
- 1.2 Describe the key historical developments and governmental involvement in Physical Education and school sport
- 1.3 Describe the way in which Physical Education has evolved to meet various agendas of the time
- 1.4 Explain the features of the national curriculum in relation to Physical Education

The learner will:

2. Understand the key influences on Physical Education (PE) and school sport

The learner can:

- 2.1 Identify the key agencies involved in developing strategies for Physical Education and school sport
- 2.2 Describe the key drivers behind Physical Education and school sport
- 2.3 Describe the impact of current strategies on Physical Education and school sport
- 2.4 Describe the different tasks that pupils are expected to achieve at each Key Stage in Physical Education

The learner will:

3. Be able to plan an extra-curricular school sport programme

The learner can:

3.1 Plan an extra-curricular school sport programme

3.2 Describe the outcomes of an extra-curricular school sport programme

3.3 Describe the factors that should be taken into account when designing an extra-curricular school sports programme

The learner will:

4. Be able to promote youth sport and physical activity involvement within the local community

The learner can:

4.1 Promote youth sport and physical activity opportunities that are available to school children within the local community

4.2 Explain the role that schools have in signposting pupils to opportunities for participation within the local community

4.3 Describe the factors of a sports club that should be investigated before it is promoted to pupils

Assessment specification

Presentation

Case study

Extracurricular sport plan

Display plan

Short answer questions

Range

Role

(C19th Public Schools) provided formal education for social elite, developed traditional activities and games into more formal games 'sports' (codification), influenced athleticism and encouraged leadership, courage and loyalty through physical activity and sport, influenced the development of sport nationally and globally (e.g. codification, National Governing Bodies), developed a system of female education; later than boys and based on male model (e.g. Chelsea College 1898, Anstey College and IM Marsh College 1899)

Historical developments

C18th Public Schools, 1870 Introduction of State education (Forster Education Act), 1880 Mundella Education Act, 1902-1904 Model/'Drill' course, 1904-1933 Syllabuses of P.T, 1950-1952 – 'Moving & Growing' and 'Planning the Programme', 1988 National Curriculum, 1995 'Sport: Raising the Game', 1996/7 Sport College Status

Key Agencies

Local regional, national (Youth Sport Trust)

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Key Drivers

Developing physical literacy and movement, inclusion and regeneration, broaden sporting horizons (e.g. playing, coaching, officiating, leadership, volunteering), extending opportunity (outside the curriculum), develop club links and exit/progression pathways, raising educational standards (e.g. confidence, attendance, attitude), promote lifelong active participation, improving teacher training and development (e.g. CPD)

Key Stage

KS 1-4, content of 'breadth of study', Attainment Targets

Outcomes

Enjoyment, personal growth, increased confidence, self esteem, childcare, physical development, access to community participation, inter-school competition, improved health & fitness, social skills

Factors

All year groups, activities to engage different groups, participation numbers, breakfast, lunchtime and after school clubs, weekend and holiday provision, timeframes

Role

Promotion, encouragement, development, community outreach, OFSTED performance, extended schools initiative, 5 hour offer, talent identification

Factors

Clubmark, coach qualifications, safeguarding policy, CRB checks, location, organisation, references, cost, feedback, prior experience

Understanding the fundamentals of coaching programmes (K/615/7437)

Unit aim

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

Unit content

The learner will:

1. Understand the role of the coach when planning, implementing, analysing and revising sport-specific annual coaching programmes

The learner can:

- 1.1 Explain the role of the coach in ensuring that participant(s) are at the centre of the coaching process
- 1.2 Describe equitable coaching
- 1.3 Describe what are considered to be appropriate relationships with participant(s)
- 1.4 Describe how the coach should support, co-ordinate and manage the coaching process
- 1.5 Explain the principles of empowering participant(s) through coaching
- 1.6 Explain the means by which coaching can provide opportunities and an environment that:
 - Motivates
 - Recognises and values diversity
 - Controls risk
 - Engenders challenge, enjoyment and achievement
- 1.7 Describe methods of developing participant(s)' confidence and self-esteem through coaching
- 1.8 Analyse the contribution made through the integration of supporting personnel (e.g. nutritionist, psychologist, physician, physiotherapist, physiologist) and sport-specific specialists
- 1.9 Explain the impact of officials on coaching to ensure fair competition/performance
- 1.10 Explain the role of the coach in actively discouraging the use of performance enhancing drugs and other illegal substances
- 1.11 Describe how the coach can be a role model and project a favourable image of sport

The learner will:

2. Understand the coaching process

The learner can:

- 2.1 Describe the process of identifying a range of participant(s)' needs
- 2.2 Explain the process of setting and monitoring the achievement of goals
- 2.3 Describe the components of the coaching process as they apply to the development of coaching programmes
- 2.4 Analyse the purpose of using different methods of demonstration, which encourage learning
- 2.5 Describe a range of instruction methods
- 2.6 Explain how to structure language during instruction that is appropriate to participant(s)
- 2.7 Analyse the impact of effective questioning and listening skills on communication with participant(s)
- 2.8 Evaluate techniques for coaching groups, including meeting individual's needs in group coaching scenarios
- 2.9 Describe how participant(s) can be empowered to make decisions about their performance

The learner will:

3. Understand how to utilise a range of learning and behaviour management techniques

The learner can:

- 3.1 Analyse the differences in the way that individuals learn
- 3.2 Explain the differences between the learning styles of adults and children
- 3.3 Explain how to identify participants' different learning styles
- 3.4 Describe how to plan to coach participants with different learning styles
- 3.5 Describe how different coaching methods can support participant(s)' development
- 3.6 Describe how to develop behaviour management strategies and skills
- 3.7 Explain how to develop, communicate and maintain ground rules for behaviour during the coaching programme
- 3.8 Explain how to respond to discriminatory behaviour in the programme
- 3.9 Explain the procedures to follow if a participant wants to complain about discrimination

The learner will:

4. Understand the principles and application of self-reflection and reflecting on feedback

The learner can:

- 4.1 Summarise the advantages of self-reflection on own coaching practice and its potential to improve own coaching ability
- 4.2 Explain the principles and practice of giving feedback
- 4.3 Explain when and how to seek feedback from participant(s) and support staff
- 4.4 Describe the factors that impact on how to identify own development needs
- 4.5 Describe methods and process of personal action planning

4.6 Describe how to use information from evaluations to improve the programme/session

Assessment specification	Personal statement Presentation Learning resource Reflection and feedback Short answer questions
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Range

Principles

Ownership, responsibility, guided learning, discovery learning, problem solving

Supporting personnel

Nutritionist, psychologist, physician, physiotherapist, physiologist

Officials

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

Performance enhancing drugs

Mass builders (e.g. steroids, hormones), stimulants, painkillers, sedatives, diuretics, maskers

Components

Plan, do, review

Instruction methods

Command, guided discovery, question and answer, verbal, demonstrations

Learning styles

Visual, auditory, kinaesthetic

Behaviour management strategies

Control, expectations, ground rules, respect, reinforce, control measures

Discriminatory behaviour

Bullying, sexism, racism

Procedures

Inform, reassure, report, follow up

Principles

Positive, constructive, encouraging, correct, appropriate, timing, reinforcement

Support staff

Line manager, assistant coaches, officials, administrators, marshals

Factors

Subjective, ability to observe

Methods

Reflect, record, targets, milestones, review

Understanding the principles of planning coaching programmes (T/615/7439)

Unit aim

This unit assesses the coach's understanding of how to plan a sport-specific annual coaching programme and the principles which impact on the development of skill through the implementation of the programme.

Unit content

The learner will:

1. Understand the principles and processes involved in planning and periodisation within annual coaching programmes

The learner can:

- 1.1 Explain the terms planning and periodisation
- 1.2 Explain how planning and periodisation are used in relation to participant(s)' stage of development
- 1.3 Analyse the different types of periodisation and situations when these are best used
- 1.4 Explain the use of modelling of training and competition activities
- 1.5 Describe the principles of planning an annual coaching programme
- 1.6 Evaluate the impact of optimal fitness and mental development

The learner will:

2. Understand the stages of participant development

The learner can:

- 2.1 Describe the stages of participant development
- 2.2 Explain the application of developmental stages to the coaching environment
- 2.3 Analyse how the stages of participant development affect the programme
- 2.4 Analyse the differences between child and adult development and the effects on a coaching programme

The learner will:

3. Understand the development of skill through sport-specific annual coaching programmes

The learner can:

3.1 Define:

- Skill coordination
- Motor skill learning
- Skill acquisition
- Skill retention
- Skill transfer

3.2 Describe the factors affecting skill development

3.3 Evaluate the role, purpose and benefits of performance analysis to inform coaching practice

3.4 Describe methods of identifying body movement patterns

3.5 Describe a range of skill development techniques

3.6 Explain the principles of giving feedback to participant(s) during coaching programmes

3.7 Explain how to develop participant(s)' skills in assessing and responding to situations

3.8 Analyse how participant(s)' information processing and execution combined with control of movement, impact on skill development

The learner will:

4. Understand how to conduct performance evaluation

The learner can:

4.1 Evaluate objective performance evaluation methods available in sport

4.2 Describe how and when to evaluate performance within a sport-specific coaching programme

4.3 Explain methods of recording the evaluation of performance and the creation of a resultant action plan

4.4 Explain how participant(s) can use self-evaluation to improve performance

Assessment specification

Report
Table
Presentation
Short answer questions

Range

Periodisation

Preparation, pre competition, competition

Principles

Key events/competitions, loading, unloading, volume, intensity, peaking, recovery, fun, overtraining

Developmental stages 1

Physical, intellectual, emotional, social, moral

Developmental stages 1

FUNdamental, learning to train, training to train, training to compete, training to win, retirement

Factors

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

Methods

Video analysis, computer imaging

Skill development techniques

Practice, repetition, demonstration, observation

Principles

Positive, constructive, encouraging, correct, appropriate, timing, reinforcement

Evaluation methods

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

Understanding how to support participant(s)' lifestyle through coaching programmes (K/615/7440)

Unit aim

This unit assesses the coach's understanding of how to support participant(s)' lifestyle and physical and mental wellbeing during participation in sport-specific annual coaching programmes.

Unit content

The learner will:

1. Understand how to support participant(s)' physical conditioning within sport-specific annual coaching programmes

The learner can:

- 1.1 Describe the components of fitness and physical capabilities required for specific sports
- 1.2 Describe the principles of participant development
- 1.3 Explain the principles of training and injury prevention
- 1.4 Evaluate the range of methods of training different physical components
- 1.5 Describe each of the following in relation to specific sports:
 - Basic anatomy
 - Biomechanical principles
 - Physiology
- 1.6 Analyse a range of basic sport-specific physical testing protocols
- 1.7 Analyse the principles and different methods of enhancing recovery between sessions

The learner will:

2. Understand how to provide participant(s) with nutritional advice within sport-specific annual coaching programmes

The learner can:

- 2.1 Describe the different food groups
- 2.2 Explain the principles of sports nutrition
- 2.3 Explain how energy intake and expenditure affect sports performance
- 2.4 Describe the principles of hydration and its effects on sports performance
- 2.5 Explain the impacts of participant(s)' weight management and how sharing of responsibilities can be facilitated
- 2.6 Describe nutrition and hydration strategies for before, during and after training and competition

The learner will:

3. Understand how to develop participant(s)' mental skills within sport-specific annual coaching programmes

The learner can:

- 3.1 Describe the key mental skills that impact on participant performance and skill development
- 3.2 Identify sport-specific mental capabilities and how to profile participant(s)' mental skills
- 3.3 Explain the principles of developing participant(s)' mental skills
- 3.4 Describe how to plan interventions to develop participant(s)' mental skills in relating to both training and competition

The learner will:

4. Understand how to provide participant(s) with lifestyle support within sport-specific annual coaching programmes

The learner can:

- 4.1 Describe sport-specific procedures for drug testing
- 4.2 Explain how participant(s) comply with procedures for drug testing
- 4.3 Explain the coach's and participant(s)' responsibilities in making checks when taking supplementation or medicines
- 4.4 Explain the impacts of participant(s)' injury management on training and competition

Assessment specification
Report
Visual display
Presentation
Short answer questions

Range

Components

Strength, flexibility, stamina, speed, body composition

Physical capabilities

Running, jumping, twisting turning, striking, catching, swimming, cycling

Principles

Warming up, cooling down, appropriate, progressive, overtraining

Protocols

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

Food/nutritional groups

Protein, carbohydrates, water, fibre, fat, dairy

Principles

Specificity, timing, balanced, recovery

Mental skills

Control, commitment, confidence, concentration, competitiveness, resilience

Mental capabilities

Thought, tactical awareness, intuition, imagination

Procedures

Testing methods, random sampling

Event management in sport and active leisure (M/615/7441)

Unit aim

The aim of this unit is to prepare candidates 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.

Unit content

The learner will:

1. Understand the main concepts and principles of event management

The learner can:

- 1.1 Define 'events'
- 1.2 Identify the categories of events
- 1.3 Describe the characteristics of different types of events
- 1.4 Explain the rationale for events

The learner will:

2. Be able to plan an event

The learner can:

- 2.1 Plan an event
- 2.2 Describe the planning process for an event
- 2.3 Assess the resource requirements for events
- 2.4 Explain the importance of preparing a budget
- 2.5 Describe how to prepare a budget
- 2.6 Describe how to produce an action plan
- 2.7 Describe ways to market and promote an event
- 2.8 Describe the importance of carrying out risk analysis for events
- 2.9 Justify contingency planning for events
- 2.10 Explain staffing considerations for an event

The learner will:

3. Understand the monitoring and evaluation of events

The learner can:

- 3.1 Explain the importance of monitoring an event
- 3.2 Propose how events can be monitored
- 3.3 Explain the importance of post event evaluation
- 3.4 Compare techniques to evaluate events

Range

Planning process

Formulate ideas, feasibility study (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

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

Funding and sponsorship in sport (T/615/7442)

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.

Unit content

The learner will:

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

The learner can:

- 1.1 Identify the different sources of finance available to profit and not-for-profit sport and leisure organisations
- 1.2 Explain the advantages of sources of finance available to a sport and leisure organisation
- 1.3 Explain the disadvantages of sources of finance available to a sport and leisure organisation

The learner will:

2. Understand the key considerations in formulating a sponsorship arrangement

The learner can:

- 2.1 Identify potential stakeholders of a sponsorship arrangement
- 2.2 Explain the issues to be considered for a sponsorship arrangement
- 2.3 Explain the potential positive outcomes from a sponsorship arrangement
- 2.4 Explain the potential negative outcomes from a sponsorship arrangement
- 2.5 Explain the processes involved in producing a sponsorship package

The learner will:

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

The learner can:

- 3.1 Produce a funding bid for a sports and leisure organisation
- 3.2 Describe the criteria that makes up a funding bid
- 3.3 Explain the process involved in a funding bid
- 3.4 Explain the evaluation process for a funding bid

Assessment specification

Produce and present a plan

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

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, credibility 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

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



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