

YMCA Level 2 Award in Increasing Participation in Sport and Active Leisure in Community Settings (603/1416/3)

YMCA Level 2 Certificate in Increasing Participation in Sport and Active Leisure in Community Settings (603/1417/5)

YMCA Level 2 Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (603/1418/7)

Qualification Specification



YMCA Awards

112 Great Russell Street
London
WC1B 3NQ

020 7343 1800

www.ymcaawards.co.uk

YMCA Level 2 Award, Certificate & Diploma in Increasing Participation in Sport and Active Leisure in Community Settings

Qualification Specification

Qualification number: 603/1416/3 (Award)

603/1417/5 (Certificate),

603/1418/7 (Diploma)

Operational start date: 1 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 taking their first steps into fitness or simply wishing to boost their skills. Our high-quality resources and assessment materials have been created by leading 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 the Curriculum, Examinations and Assessment)
- QW (Qualifications Wales)

Qualification aim

The aim of this qualification is to give learners a good basic understanding of sport and leisure in order to progress into a career within the Sport and Active Leisure sector.

Overview of knowledge, skills and understanding

Learners will cover:

- Sports development.
- Health, safety and welfare in sport and active leisure.
- Understanding the sector.
- How sport fits in with society.
- Factors that can influence and affect participation.
- Communication.
- The rules and regulations of officiating in sport.
- Working with participants with disabilities in sport and active leisure.
- Sports performance – including the technical and tactical requirements.

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- How to assist in the planning, delivery and evaluation of sporting activities.
- Safeguarding.
- The impact of people skills in sport.
- Event organisation.
- Understanding the fundamentals of coaching.
- Supporting participants' lifestyles through coaching in sport.
- Talent identification and building legacy.

Learners taking the qualification in a region where legislation, organisations, regulations detailed does not apply, relevant legislation should be substituted

Target group and age range

This qualification is aimed at learners that are 14 and over.

Qualification structure

To achieve the YMCA Level 2 Award in Increasing Participation in Sport and Active Leisure in Community Settings, learners must achieve 11 credits from the 3 mandatory units*.

To achieve the YMCA Level 2 Certificate in Increasing Participation in Sport and Active Leisure in Community Settings, learners must achieve 12 credits from the 4 mandatory units, and a minimum of 18 credits from the optional units available. Making a total of 30 credits.

To achieve the YMCA Level 2 Diploma in Increasing Participation in Sport and Active Leisure in Community Settings, learners must achieve 12 credits from the 4 mandatory units and a minimum of 28 credits from the optional units available. Making a total of 40 credits.

Unit reference number	Unit title	Level	Credit	Mandatory/optional
T/615/6873	Health, safety and welfare in sport and active leisure*	2	3	Mandatory
T/615/6887	Factors affecting participation in sport and physical activity*	2	3	Mandatory
Y/615/7112	Sports Development*	3	5	Mandatory
D/601/8230	Safeguarding and protecting children and young people in sport and active leisure	2	1	Mandatory
A/615/6888	Sport and society	2	5	Optional
A/615/6891	Plan, deliver and evaluate sport and leisure activities	2	4	Optional
Y/600/1734	Understanding the active leisure and learning sector	2	2	Optional
K/615/6885	Working with participants with disabilities in sport and active leisure	2	7	Optional
H/615/7114	Rules, regulations and officiating in sport	2	4	Optional
M/615/7116	Talent identification in sport	2	3	Optional

T/615/7117	Building legacy through sporting events	2	3	Optional
D/615/7113	Communication and public relations for sports performers	2	3	Optional
A/615/7118	Understanding the fundamentals of coaching in sport	2	3	Optional
F/615/7119	Understanding how to develop participant(s) through coaching sport	2	2	Optional
K/615/7115	Supporting participants(s)' lifestyle through coaching sport	2	2	Optional
T/615/7120	Understanding the principles of safe and equitable coaching practice	2	2	Optional
L/615/6829	People skills in sport and active leisure	2	3	Optional
T/615/6890	Event organisation in a sport and leisure environment	2	3	Optional

The Total Qualification Time (TQT) for the Award is 110. The Guided Learning Hours (GLH) assigned are 93.

The Total Qualification Time (TQT) for the Certificate is 300. The Guided Learning Hours (GLH) assigned are 236.

The Total Qualification Time (TQT) for the Diploma is 400. The Guided Learning Hours (GLH) assigned are 320.

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:

- (a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- (b) 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 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 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

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

- YMCA Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services
- YMCA Level 2 NVQ Certificate in Activity Leadership
- YMCA Level 3 NVQ in Leisure Management
- YMCA Level 3 Award, Certificate & Diploma in Sport
- YMCA Level 3 Award, Certificate & Diploma in Increasing Participation in Sport & Active Leisure in Community Settings

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
- C312 – Develop customer relationships
- C32 – Give customers a positive impression of yourself and your organisation
- D21 – Prepare for a session
- D23 – Conclude and review a session
- A54 – Contribute to joint working with other organisations
- B11 – Support the development of the sport or activity
- D31 – Contribute to participants’ personal and social development
- SC2 – Work in partnership to reduce crime and anti-social behaviour
- D22 – Lead a session
- D24 – Enable people with disabilities to take part in activities
- D442 – Adapt a physical activity programme to the needs of disabled clients.
- B227 – Contribute to evaluating, developing and promoting services
- B229 – Plan and organise services
- C27 – Ensure the health, safety, welfare and security of customers and staff
- D210 – Promote equality and diversity in sport and physical activity
- D61 – Facilitate community-based sport and physical activity
- D62 – Support the development of sport and physical activity in education
- OF1 – Develop and maintain own ability to apply rules/laws within the spirit of the sport/activity

- OF2 – Contribute to the health, safety and protection of participants and others during the sport/activity
- OF3 – Establish and maintain effective working relationships as an official
- OF4 – Apply rules/laws during performance
- OF5 – Handle and communicate information as an official
- D61 – Facilitate community-based sport and physical activity
- SC2 – Work in partnership to reduce crime and antisocial behaviour
- ES7 – Communicate and work effectively with other people whilst seeking to achieve excellence in your sport
- D472 – Plan a series of sports coaching
- D473.3 – Establish and maintain working relationships
- D474.1 – Prepare participants for coaching sessions
- D475 – Monitor and evaluate sports coaching sessions
- D473 – Prepare the sports coaching environment
- D474 – Deliver a series of sports coaching sessions

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

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:

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- 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 (Council for the Curriculum, Examinations and Assessment)
- Wales and regulated by QW (Qualifications Wales).

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards has made every attempt to make sure that 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.

Enquires and appeals procedures

YMCA Awards has 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.

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. The qualification and units are graded pass/fail.

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, professional discussion etc. 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 (LAR) is available for this qualification. There is separate LARs for the Award, and the Certificate/Diploma. To access, 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 LAR is not used to evidence 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 shows coverage of 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 make sure 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, to access this go to the secure section of the YMCA Awards website <http://www.ymcaawards.co.uk/user/login>.

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(s) 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, ranges and recommended assessment methods

Health, safety and welfare in sport and active leisure (T/615/6873)

Unit aim

This unit introduces learners to the legal requirements, principal health and safety legislation and how these are applied in the workplace. Learners must have access to sport and leisure environment in which to conduct a risk assessment.

Unit content

The learner will:

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

The learner can:

- 1.1 Describe responsibilities of employees under Health and Safety legislation
- 1.2 Identify sources of health and safety information available to employees
- 1.3 Explain the importance of health, safety and good welfare in the workplace

The learner will:

2 Understand how to contribute to a safe workplace

The learner can:

- 2.1 List causes of slips, trips and falls in the workplace
- 2.2 State how to minimise the risk of slips, trips and falls
- 2.3 Identify precautions that must be taken when undertaking manual handling
- 2.4 Identify injuries from incorrect manual handling
- 2.5 Identify the correct lifting procedure
- 2.6 Describe situations when PPE must be worn
- 2.7 Describe priorities for dealing with hazardous substances in the workplace
- 2.8 Outline employers' health and safety responsibilities

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The learner will:

3 Understand risks and hazards in sport and active leisure

The learner can:

3.1 Define hazard

3.2 Define risk

3.3 Describe the stages of a risk assessment in the workplace

3.4 Explain the importance of regular safety checks

The learner will:

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

The learner can:

4.1 Identify the requirements for reporting accidents and incidents at work

4.2 Describe the employer's responsibility for dealing with minor injuries at work

4.3 Describe the employer's responsibility for dealing with minor injuries at work

4.4 Describe a typical emergency action plan in sport and active leisure

Assessment
specification

Presentation, short answer questions

Range

Legislation

Health and Safety at work act, MOSAWR, Manual Handling Regs, COSHH Regs, PPE Regulations. Learners taking the qualification in a region where legislation, organisations, regulations detailed does not apply, relevant legislation should be substituted

Sources

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

Importance

Employer/employees, customers

Causes

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Environment, individual

Precautions

Task, load, individual, environment

Situations

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

Priorities

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

Responsibilities

To staff, to customers

Hazard

Something with the potential to cause harm

Risk

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

Stages

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

Requirements

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

Employer's responsibility

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

Importance

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

Emergency

Power failure, explosion, gas escape, structural failure, public disorder, fire, flood, terrorist attack

Factors affecting participation in sport and physical activity (T/615/6887)

Unit aim

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

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

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 Describe how regular participation in sport and physical activity benefits individuals

1.3 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 Identify factors that affect individual participation in sport

2.2 Describe why some individuals are more able to participate than others

2.3 Explain strategies to improve individual participation rates in sport and physical activity

Assessment
specification

Report

Range

Benefits

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

Individuals

Children, adults, seniors

Factors

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

Strategies

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

Sports development (Y/615/7112)

Unit aim

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

This unit will consider national providers of sport development and related organisations. This unit is a useful subject for all learners but particularly those interested in working in a sport development field.

Unit content

The learner will:

1 Understand the benefits of sport and active leisure

The learner can:

- 1.1 Identify physical benefits of sport and active leisure
- 1.2 Describe psychological benefits of sport and active leisure
- 1.3 Explain how sport can benefit local communities
- 1.4 Define sport development
- 1.5 Explain why sports development is important to the nation

The learner will:

2 Understand methods used to increase participation in sport and active leisure

The learner can:

- 2.1 Identify traditional methods of increasing participation in sport and active leisure
- 2.2 Describe innovative methods of increasing participation in sport and active leisure in the community
- 2.3 Describe strategies to motivate people in sport and active leisure
- 2.4 Describe sports development skills required to maintain high levels of participation in sport and active leisure

The learner will:

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3 Understand the importance of access to sport and active leisure

The learner can:

3.1 Identify barriers to access in sport and active leisure

3.2 Identify underrepresented groups in sport and active leisure

3.3 Explain how barriers to participation can be overcome

The learner will:

4 Understand the main roles of stakeholders involved in developing sport

The learner can:

4.1 Identify organisations that fund sport in the UK

4.2 Identify national organisations responsible for sports development

4.3 Describe the different roles of organisations that deliver sport in the local community

4.4 Describe the role of sports development officers

Assessment
specification

Advertisement, presentation, flyer, report

Range

Physical benefits

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

Psychological benefits

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

Local communities

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

Important

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

Traditional methods

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

Innovative methods

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

Strategies

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

Skills

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

Organisations

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

National organisations

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

Roles of organisations

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

Role of sports development officers

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

Barriers

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

Groups

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

How

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

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

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.

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

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- 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

Sport and society (A/615/6888)

Unit aim

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

Learners will explore the history and development of sport as well as the effects of issues such as 'deviance' (e.g. gamesmanship and cheating, violence, hooliganism and drugs), the media and increasing commercialism on sport. Whilst the unit is mainly theoretical it is envisaged that learners will engage in lively discussion and debate.

Unit content

The learner will:

1 Understand the key characteristics of the history and development of sport

The learner can:

1.1 Describe the key characteristics of sport and society in pre-industrial Britain

1.2 Describe the key characteristics of sport and society in industrialised Britain

1.3 Describe the key characteristics of modern sports and society

The learner will:

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

The learner can:

2.1 Identify the key agencies involved in the organisation and development of sport

2.2 Describe the roles of key agencies in the organisation and development of sport in the UK

The learner will:

3 Understand the current issues in sport

The learner can:

3.1 Identify current issues in sport

3.2 Identify the different types of drugs used by athletes

3.3 Describe the issues surrounding the use of drugs in sport

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3.4 Describe the impact of increasing media coverage and commercialism on sport

3.5 Describe the issues surrounding violence, aggression and hooliganism in sport

3.6 Explain the differences between sportsmanship, gamesmanship and cheating

Assessment
specification

Newspaper article, presentation notes, scrapbook

Range

Roles

Development, grassroots, funding, facility development, elite sport, competitions, government, independent, national, regional, local, drug testing

Types

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

Impact

Positive

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

Negative

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

Issues

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

Plan, deliver and evaluate sport and leisure activities (A/615/6891)

Unit aim

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

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

Unit content

The learner will:

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

The learner can:

1.1 Produce activity plans for sport and active leisure

1.2 List information required to plan activities effectively

1.3 Describe health, safety and security requirements for delivering sport and leisure activities safely

1.4 State procedures for dealing with worn, damaged or missing equipment

1.5 Describe consequences of poorly planned activities

1.6 Describe circumstances that may require a change to a plan of activity

1.7 Identify alternative activities that may be used to meet the same outcomes of a plan

The learner will:

2 Be able to deliver different sport and leisure activities

The learner can:

2.1 Prepare for the delivery of activities

2.2 Deliver different sport and leisure activities

- 2.3 Bring sport and leisure activities to an end
- 2.4 Describe warm up activities
- 2.5 Describe main-body activities, skills or drills
- 2.6 Describe cool down activities
- 2.7 Identify criteria to consider when determining warm up and cool down activities
- 2.8 Explain factors that contribute to effective delivery of sporting activities
- 2.9 Describe actions used to bring an activity to a satisfactory conclusion

The learner will:

3 Be able to evaluate sport and leisure activities

The learner can:

- 3.1 Review planning of sport and leisure activities
- 3.2 Review delivery of sport and leisure activities
- 3.3 Identify the strengths and areas for development in the planning and delivery of sport and leisure activities
- 3.4 Explain the importance of reviewing a sport and leisure activity
- 3.5 Identify sources of feedback following an activity
- 3.6 Describe strategies used to improve sport and leisure activities

Assessment
specification

Session plan, short answer questions

Range

Information

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

Requirements

Appropriate skills and experience of leader, completed risk assessments, check of facilities, equipment and participants (clothing, footwear, jewellery), insurance, medical/first aid, contact details/personal information (medical), personal belongings, emergency telephone, clothing, equipment checks, facility checks, warming up, stretching, cooling-down

Procedures

Remove from use, report, replace/re-order

Consequences

Injury, ineffective delivery, poor progress/development of participants, litigation, poor reputation, financial loss

Circumstances

Facility related (too small/big), participant related (numbers, ability), equipment related (appropriate, quality), weather

Warm-up

Mobility, pulse-raisers, basic stretches to muscle groups, second pulse-raiser or mini-game activity

Main-Body

Circuits, team games, multi skilled activities

Cool-down

Pulse decreased steadily, basic stretching to major muscle groups

Criteria

Main-body activity, participants, facilities, time available

Factors

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

Actions

Participant de-brief/review/evaluation, equipment checked, equipment safely put away, participants and coaches egress facility safely

Sources

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Understanding the active leisure and learning sector (Y/600/1734)

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, and career opportunities

Unit content

The learner will:

1 Know the key features of the Active Leisure and Learning sector

The learner can:

- 1.1 Describe the size and scope of the Active Leisure and Learning sector
- 1.2 Describe the contribution to society of the Active Leisure and Learning sector
- 1.3 Outline the role of the Sector Skills Council for the Active Leisure and Learning sector
- 1.4 Identify the main subsectors within the Active Leisure and Learning sector

The learner will:

2 Know 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 Identify the size of their subsector in terms of employment and participation
- 2.3 Outline the essential principles, values or codes of practice in their subsector
- 2.4 Identify the roles of key organisations in their subsector, including any representative and regulatory bodies, trade unions and trade associations

3 Know 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 Identify the main job roles within their subsector

3.3 Identify potential career pathways in their subsector

3.4 Identify the key factors that help people progress in their careers in the subsector

3.5 Outline how people can transfer from one subsector to another

Assessment
specification

Factsheet, leaflet, career guide

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

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

Subsector specific, supervisory, management

Key factors

Personal qualities/development, work experience

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

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

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

Information guide, plan, lead and review a sport and active leisure session, risk assessment, short answer questions

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

Rules, regulations and officiating in sport (H/615/7114)

Unit aim

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

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

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

Unit content

The learner will:

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

The learner can:

1.1 Identify different types of sports officials

1.2 Identify different roles of officials in sport

1.3 Identify skills and knowledge required to be an effective official in sport

1.4 Outline the responsibilities of sports officials

The learner will:

2 Know the rules and regulations of a sport

The learner can:

2.1 Identify the key rules of a sport

2.2 Identify the laws and regulations of a sport

The learner will:

3 Be able to review the performance of officials in sport

The learner can:

3.1 Complete observation feedback forms on sports officials

3.2 Identify strengths and areas for development in the performance of sports officials

3.3 Describe how to review the performance of officials

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 Review own performance

4.3 Evaluate own strengths and areas for development in performance as a sports official

4.4 Describe how to carry out the role of a sports official

4.5 Describe methods to improve performance as a sports official

Assessment
specification

Produce a display, presentation,
observation of practice, practical

Range

Types

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

Roles

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

Skills & Knowledge

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

Responsibilities

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

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Strengths and areas for development

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

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 and benefits of and success of talent identification and development systems/programmes.

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

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

Building legacy through sporting events (T/615/7117)

Unit aim

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

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

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

Unit content

The learner will:

1 Know the benefits of sport to individuals, communities and nations

The learner can:

1.1 Describe the principal benefits of sport to individuals

1.2 Describe the principal benefits of sport to communities and nations

1.3 Describe common community needs that could be resolved through sporting interventions

The learner will:

2 Know the relationship between sports events and legacy

The learner can:

2.1 Describe sporting legacy

2.2 Outline national sports legacy development initiatives and competition bids

2.3 Describe how major sports events impact on society at a national and local level

2.4 Describe the impact of major sports events on sport

The learner will:

3 Understand the factors that help to make sports legacy successful

The learner can:

3.1 Describe the factors that affect the success of sports legacy

3.2 Identify measures that are used to evaluate the success of legacies through sport

Assessment specification	Report, project plan, presentation
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Range

Sporting legacy

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

Major

National, international, high profile

Impact on society

Economic, environmental, tourism and regeneration

Impact on sport

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

Factors

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

Measures

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

Communication and public relations for sports performers (D/615/7113)

Unit aim

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

Unit content

The learner will:

1 Understand the principles of communication and public relations for sports performers

The learner can:

1.1 Explain the importance of presenting a professional image

1.2 Describe how to use different communication skills to support personal and professional development

The learner will:

2 Know the influence media has on sport

The learner can:

2.1 Identify types of media that can impact on sport

2.2 Describe positive effects of media involvement in sport

2.3 Describe negative effects of media involvement in sport

The learner will:

3 Be able to participate in public relations activities

The learner can:

3.1 Prepare to participate in public relations activities

3.2 Participate in public relations activities

3.3 Reflect on and review performance in public relations activities

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3.4 Describe reasons for attending different types of public relations activities

3.5 Explain the importance of preparing for a public relations activity

3.6 Describe steps to prepare for public relation activities

3.7 Describe protocols that should be followed for different types of public relations activities

Assessment
specification

Plan and deliver a presentation, review, short answer questions

Range

Importance

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

Communication skills

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

Types

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

Positive effects

Promotion of sport, royalties, public awareness

Negative effects

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

Public relations activities

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

Understanding the fundamentals of coaching sport (A/615/7118)

Unit aim

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

Unit content

The learner will:

1 Understand the role of a coach

The learner can:

- 1.1 Describe how to ensure that the participant is at the centre of the coaching process
- 1.2 Explain how to empower participant(s)' choice, discovery of solutions and need to develop at their own pace
- 1.3 Describe how to develop and maintain positive relationships with and between participant(s)
- 1.4 Describe how to provide a coaching environment that motivates, recognises and values diversity, controls risk, encourages challenge, enjoyment and achievement
- 1.5 Identify methods to develop participant(s)' confidence and self esteem
- 1.6 Describe how to identify opportunities for the coach to reflect and develop their coaching practice
- 1.7 List the different support personnel that can contribute to coaching sessions
- 1.8 Describe how support personnel can be used to contribute to coaching sessions
- 1.9 Explain the importance of positively promoting the role of officials in competition
- 1.10 Define what is acceptable in terms of a coach: participant relationship
- 1.11 Explain the consequences of not adhering to the principles of what is acceptable in terms of a coach participant relationship

1.12 Identify the components of a Code of Practice for coaching which allows high standards of personal conduct to be maintained and a positive image of the sport to be projected

1.13 Outline the types of information that the coach should provide to participant(s) after a coaching session

The learner will:

2 Understand the coaching process

The learner can:

2.1 Outline how to identify participant(s)' needs

2.2 List the sources of information that a coach can use when planning and preparing coaching sessions

2.3 Identify the types of information about participants which should be treated confidentially

2.4 Describe the stages and components of the coaching process

2.5 Describe how to plan coaching sessions that meet participant(s)' needs

2.6 Explain how individual coaching sessions support the aims of the wider coaching programme

2.7 Explain the process of setting SMART goals/objectives

2.8 Describe how to start and end a coaching session

2.9 Explain how the physical and psychological capabilities of participant(s) will influence the content and structure of the session

2.10 Describe different types of demonstrations that encourage learning

2.11 Explain how to balance instruction, facilitation, and demonstration within sessions

2.12 Describe how to use listening skills

2.13 Describe how to select language that is appropriate to participant(s)

2.14 List how the coach can establish the views of participant(s) about the coaching sessions

2.15 Identify situations when a coach may need to change or adapt a session

2.16 Describe how to give constructive feedback to participant(s)

2.17 Identify how to cater for an individual's needs within group coaching

2.18 Describe how to organise group coaching sessions

The learner will:

3 Understand participant(s)' learning styles

The learner can:

3.1 Outline different learning styles and needs

3.2 Explain how to consider participant(s)' learning styles and needs when planning coaching sessions

3.3 Describe the difference between the ways that adults and children learn

3.4 Define the principles of monitoring and evaluating learning

3.5 Describe how the coach can support participant(s) in taking responsibility for their own learning

3.6 Describe how to manage different learning styles and learning needs, in group coaching

The learner will:

4 Understand behaviour management

The learner can:

4.1 Identify the principles of positive behaviour management

4.2 Describe how to develop a behaviour management strategy for coaching sessions

4.3 Outline ground rules for positive behaviour during coaching sessions

4.4 Outline the methods of communicating and implementing ground rules

4.5 Explain the importance of fair and consistent behaviour management

4.6 Explain how to encourage and reward positive behaviour

4.7 Identify the types of behaviour by participant(s) and others that may cause emotional distress

4.8 Explain how to respond as a coach to behaviour by participant(s) that may cause emotional distress

4.9 Describe how to respond to discriminatory behaviour

4.10 Describe the procedures to be followed if a participant wants to complain about discrimination

The learner will:

5 Understand how to reflect on a coaching session

The learner can:

5.1 Identify valid sources of feedback from participant(s) and support staff

5.2 Explain how to do each of the following as part of self-reflection:

- make self-assessment of skill level
- identify action to be taken
- use different methods of self-reflection

5.3 Outline how to use evidence of own performance

5.4 List factors that impact on the ability to identify own development needs

5.5 Identify methods for personal action planning and the prioritisation of such planning

5.6 Describe how to measure each of the following:

- **the quality** of the coaching experience
- participant development
- the quality assurance mechanisms used

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

Assessment
specification

Code of practice, relationship statements, project plan, presentation, practical – plan and deliver activity session, reflective overview, short answer questions

Range

Participant/(s)

Adult, child, person with particular requirements

Environment

Safe, supportive, encouraging, enjoyable, relaxed, challenging

Methods

Praise, encouragement, support, maximum participation, attention

Opportunities

Debrief, evaluation, courses, colleagues

Support personnel

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

Officials

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

Consequences

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

Components

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

Information

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

Needs

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

Sources of information

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

Information about participants

Learning difficulties, medical conditions, contact details, personal circumstance

Stages and components

Plan, do, review

Aims

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

Situations

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

Learning styles and needs

Visual, audible, reading, kinaesthetic

Principles

Collaborative, formative, open, supportive

Principles

Ground rules, shared responsibility, praise

Ground rules

Appropriate language, listening, respect, effort, teamwork

Discriminatory behaviour

Bullying, sexism, racism, ageism

Evidence

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

Factors

Subjective, ability to observe, mental attitude

Understanding how to develop participant(s) through coaching sport (F/615/7119)

Unit aim

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

Unit content

The learner will:

1 Understand the principles of planning coaching sessions

The learner can:

- 1.1 Identify the information required to plan coaching sessions
- 1.2 Identify health and safety requirements that may impact on coaching sessions
- 1.3 Describe how to establish goals for coaching sessions based on participant(s)' needs
- 1.4 Identify sport-specific technical content to be included in coaching session plans
- 1.5 List a range of coaching styles
- 1.6 Explain the use of different coaching styles
- 1.7 Describe how fun and enjoyment in coaching sessions can impact on learning
- 1.8 Describe the components of planning progressive coaching sessions
- 1.9 Identify other appropriate people who can contribute to the delivery of coaching sessions and describe their potential contributions
- 1.10 Describe how coaching sessions might be adapted as a result of unforeseen changes to the coaching environment or participant(s)' needs

The learner will:

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2 Understand the principles of skill development through coaching sessions

The learner can:

2.1 Define:

- skill coordination
- motor skill learning
- skill acquisition
- skill retention
- skill transfer

2.2 Describe the basic methods of analysing participant(s)' performance

2.3 Identify factors that affect the development of participant(s)' skills in sport

2.4 Describe the organisational requirements for the delivery of coaching sessions

2.5 Describe the different techniques available for developing participant(s)' skill through coaching

2.6 Identify methods to support participant development

2.7 Identify sources of feedback which will support participant(s)' development

2.8 Explain the importance of gaining feedback from participant(s)

The learner will:

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

The learner can:

3.1 Describe the progressive stages of development through maturity

3.2 Identify how the participant(s)' stage of development affects the content of coaching sessions

3.3 Identify how participant(s)' stage of development impacts on the coaching environment

3.4 Identify what influence training and competition have throughout the different stages of development

The learner will:

4 Understand the principles of evaluation in coaching

The learner can:

4.1 Explain the principles of evaluating coaching sessions

4.2 Identify a variety of evaluation methods that can be used to monitor participant(s)' development and learning

4.3 Identify types of information that can be gathered to monitor participant(s)' development and learning

4.4 Identify appropriate other people who can contribute to the evaluation of coaching sessions

4.5 Describe how and when to gather information on current coaching practice from participant(s) and others

4.6 Explain how the feedback from participant(s) and others should impact on future coaching practice

4.7 Describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development

Assessment specification	Lesson plan, performance analysis, case study, personal action plan, stages of development, short answer questions
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Range

Information

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

Requirements

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

Goals

Improve, enjoy, develop, interact, engage

Coaching styles

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

Components

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

People

Assistant coach, parent, volunteer

Basic methods

Observation, scoring, participant feedback, video, statistics

Factors

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

Techniques

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

Methods

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

Sources

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

Stages

Physical, intellectual, emotional, social, moral

Environment

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

Influence

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

Methods

Performance indicators, verbal feedback, questionnaires, observations, testing

Information

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

People

Participants, coaches, team officials, support staff

Supporting participants' lifestyle through coaching sport (K/615/7115)

Unit aim

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

Unit content

The learner will:

1 Understand basic nutrition and hydration principles for sports performance

The learner can:

- 1.1 Identify the five different food/nutritional groups
- 1.2 Describe the principles of good nutrition as it relates to sports performance
- 1.3 Describe the principles of hydration
- 1.4 Identify the signs and symptoms of dehydration
- 1.5 Describe the principles of weight management as appropriate to specific sports
- 1.6 Explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition

The learner will:

2 Understand physical conditioning for sport

The learner can:

- 2.1 Identify the components of physical and skill-related fitness
- 2.2 Describe the physical capabilities required for a sport
- 2.3 Describe the principles of injury prevention in training
- 2.4 Describe how to support participant(s) in the management of injury
- 2.5 Identify methods of training different physical components in participant(s)

2.6 Identify the basic anatomy and biomechanical demands of a sport related activity

2.7 Identify specific physical testing protocols for a sport related activity

2.8 Identify methods to enhance participant recovery time from session to session

The learner will:

3 Understand principles of mental preparation in sport

The learner can:

3.1 Identify the mental capabilities required for a sport related activity

3.2 Identify key methods for improving participant(s)':

- confidence
- concentration
- motivation
- emotional control
- cohesion

3.3 Describe the principles of participant(s)' development at the different stages of cognitive, emotional and social development

3.4 Outline how a coach can profile participant(s)' mental skills

3.5 Describe the basic coach intervention techniques for developing mental skills for training and competition

The learner will:

4 Understand how to support participant awareness of drugs in sport

The learner can:

4.1 Outline the ethical issues surrounding drug taking in sport

4.2 Identify sources of information on drugs in sport

4.3 Outline the consequences for participant(s) in taking supplementation or prescription medicines

Assessment
specification

Healthy food diary, presentation, handout, short answer questions

Range

Food groups

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

Nutritional groups

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

Principles

Specificity, timing, balanced, recovery, varied

Signs

Dry skin, dark urine, skin flushing

Symptoms

Thirst, lack of concentration, fatigue, chills

Physical

Strength, flexibility, stamina, speed, body composition

Skill related

Coordination, agility, balance, power, reaction time

Protocols

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

Methods

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

Mental capabilities

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

Methods

Mental imagery, relaxation, SMART objectives, influencing language

Techniques

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

Mental skills

Control, commitment, confidence, concentration, competitiveness, resilience

Ethical issues

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

Sources

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

Supplementation

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

Prescription medicines

Licensed, regulated, common cures

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

Unit aim

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, coaching practice briefing notes, short answer questions

Range

Requirements

Coach credentials, risk assessment, facility, equipment

Contingencies

Session plan, equipment, venue/facility, timings

External influences

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

Principles

Test, observation, safety, removal, reporting

Rules/regulations

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

Duty of care

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

Coaching environment

Facility, surface, equipment, participants, atmosphere

Legal requirements

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

Insurance requirements

Public liability, employers liability, professional indemnity

Purpose

Safety, inclusion, enjoyment, development, protection

Impact

Participation figures, relative safety, disciplinary incidents, retention statistics

Methods

Learning styles, session planning, equipment used, equality

Information

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

Impairments

Cognitive, learning, psychological, emotional, physical

Support staff

Assistant coaches, parents, volunteers

Performance enhancing drugs

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

Illegal substances

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

People skills in sport and active leisure (L/615/6829)

Unit aim

This unit enables learners to understand the importance of Working with others across the sport and active leisure industry.

The unit explores personal presentation of self, appropriate conduct with customers, clients, team-mates and colleagues. Learners will be able to identify the main factors that contribute to creating, positive working relationships in Sport and Active Leisure.

Unit content

The learner will:

1 Understand the importance of personal standards in sport and leisure

The learner can:

1.1 Describe the personal standards to be displayed in sport and leisure

1.2 Explain the importance of displaying personal standards

The learner will:

2 Be able to work with team-mates and colleagues

The learner can:

2.1 Communicate effectively with team-mates and colleagues

2.2 Display positive attitudes and behaviours towards team-mates and colleagues

2.3 Outline factors which contribute to good working relationships

2.4 Describe how colleagues can assist one another

2.5 Explain the importance of teamwork

The learner will:

3 Be able to work with customers and clients

The learner can:

3.1 Communicate effectively with participants and customers

3.2 Display positive attitudes and behaviours towards customers and clients

3.3 Respond to customer complaints appropriately

3.4 Identify different methods of communication

3.5 Explain the importance of effective communication skills

3.6 State specific situations which would require assistance from a colleague

3.7 Describe common causes of customer complaints

Assessment
specification

Practical observation, short answer questions

Range

Personal standards

Positive attitudes and behaviours, appearance, hygiene, appropriate conduct, communication, desire to meet and exceed expectations of others, time management, observing rules and boundaries, respect for self and others, good sportsmanship

Importance

Building relationships, role model, gain respect from others, improved perception, preparing for employment

Team-mates and colleagues

Coaches, other sport and leisure participants, staff employed in same role, team leaders, supervisors, mentors, managers, receptionists, cleaning staff

Factors

Positive behaviour, quick and effective response to feedback, patience, sense of humour, pleasant manner, self organisation, eye contact, respect for self and others and a willingness to co-operate, learn and work as a team

How

Advice, assistance, support, constructive feedback, sharing experience and ideas

Importance

Portray organisation in a positive way, effective and efficient delivery of services for customers and staff, safety, staff morale, encourages loyalty, improves performance, achieving targets

Communicate effectively

Body language, eye contact, listening, clear response, remembering names, consideration for languages and cultures, being polite, method of communication to suit customer need

Methods of communication

Visual, written, audio, demonstration

Importance

Building relationships, role model, gain respect from others, improved perception, preparing for employment, inclusive of others, achieving desired result

Situations

Situations beyond own level of knowledge and responsibility, aggressive and angry customers, accidents, injuries and emergencies, specific needs, non English-speaking customers

Causes

Poor customer service, products, facilities, equipment, advice, supervision, safety, cleanliness, behaviour of staff or other customers, noise, behaviour of children, price of products and services

Event organisation in a sport and active leisure environment (T/615/6890)

Unit aim

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

Unit content

The learner will:

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

The learner can:

1.1 Identify the range of objectives in sport and leisure events

1.2 Describe the scope of events in sport and leisure environments

1.3 Describe the characteristics of sport and leisure events

The learner will:

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

The learner can:

2.1 Identify the stakeholders of an event

2.2 Identify the principal responsibilities of the event organiser

2.3 Identify the principal responsibilities of event staff involved in running events

The learner will:

3 Understand how to plan and evaluate an event

The learner can:

3.1 Describe the prerequisites for preparing venue/facility for an event

3.2 Describe the elements of a safety Plan for an event

3.3 Identify the checklists required to prepare for an event

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3.4 Describe the types of unplanned situations that may arise

3.5 Describe the importance of evaluating an event

The learner will:

4 Understand the consideration of attendees at different types of events

The learner can:

4.1 Explain the importance of assessing the range of attendees needs

4.2 Identify potential problems that can arise in relation to attendees at an event

4.3 Explain the factors that can affect the running of an event

Assessment
specification

Research project, short answer questions

Range

Range

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

Events

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

Characteristics

Non routine, unprogrammed, happen at one time, big lead in time, draws an audience, attracts media attention, involves many stakeholders

Stakeholders

Event organisers, sponsors, regular customers, centre staff, managers, specialist staff, health & safety executives, local authority, emergency services, spectators, local residents, occupier, voluntary staff

Responsibilities

Event organiser

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

Event staff

Following normal operating procedures, emergency action plans, reporting to management, health and safety of selves and others, cooperating with other stakeholders, officiating

Prerequisites

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

Safety plan

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

Checklists

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

Unplanned situations

Unforeseen events, wet weather, overcrowding, power failure, stock shortages, staff shortages, accidents/incidents, poor ticket sales, 'acts of God' (flood, fire, earthquake)

Needs

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

Potential problems

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

Factors

Type of event, history, attendees, facility, location, staff requirements, scheduling



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112 Great Russell Street, London, WC1B 3NQ | T +44 (0)20 7343 1800 | F +44 (0)84 3221 1549 |
E awards.info@ymca.co.uk | W ymcaawards.co.uk

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