

# YMCA Level 2 Award in Developing Sustainable Physical Activity Programmes within Community Settings (603/7343/X)

## Qualification Specification



Blank Page

YMCA Awards

112 Great Russell Street  
London  
WC1B 3NQ

020 3994 9500

[www.ymcaawards.co.uk](http://www.ymcaawards.co.uk)

# YMCA Level 2 Award in Developing Sustainable Physical Activity Programmes within Community Settings (603/7343/X)

## Qualification Specification

Qualification number: 603/7343/X

Operational start date: 1<sup>st</sup> May 2021

Copyright © YMCA Awards 2021

The content of this document remains the intellectual property of and is copyright to London Central YMCA (Trading as YMCA Awards). No part of these materials may be reproduced, stored, copied, edited or distributed in any form or by any means including photocopying, publishing, recording or by any other electronic or mechanical methods, without the explicit written permission of YMCA Awards. YMCA Awards reserves the right to seek legal remedies for any such infringement.

Blank Page

# Contents

Introduction .....	1
Working within the community to develop and deliver physical activity programmes (T/618/6441) .....	9

# Introduction

## About YMCA Awards

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

YMCA Awards are an internationally recognised organisation. Most importantly of all we have helped over 200,000 people launch and advance their careers.

## Qualification overview

This qualification is regulated by:

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

## Qualification aim

The aim of this qualification is to develop the skills, knowledge and competence to be able to plan, promote and deliver a sustainable physical activity programme that are fit for purpose for individuals and groups within a local community environment.

### Overview of knowledge, skills and understanding

Knowledge and understanding relating to the qualification:

- Understanding communities, cultures and customs and existing provisions for physical activity
- How to build relationships with individuals and groups in communities
- Identifying key contacts and networks
- How to engage with individuals to support behaviour change
- Addressing barriers to participation in physical activity and promoting long-term change
- Awareness of mental and physical benefits of being active
- How to plan, facilitate and deliver sustainable programmes meeting the needs of a community
- The importance of feedback and reflection in developing future programmes in a community.

Skills relating to the qualification:

- How to plan and deliver appropriate sport, physical activity or health and wellbeing programmes
- How to use feedback to reflect on the success of a programme within a community.

## Target group and age range

This qualification has been specifically designed for the 16 plus age group. In order to achieve this qualification learners will be required to plan, promote and deliver a sustainable physical activity programme for a variety of individuals and groups within a community settings. Learners must therefore have successfully completed either a regulated level 2 gym/fitness or group exercise qualification as a prerequisite.

## Qualification structure

To achieve the YMCA Level 2 Award in Developing Sustainable Physical Activity Programmes within Community Settings (603/7343/X), learners must complete 1 mandatory unit.

Unit reference number	Unit title	Level	Credit
T/618/6441	Working within the community to develop and deliver physical activity programmes	2	5

The total qualification time (TQT) for this qualification is 50 hours.

The guided learning hours (GLH) assigned are 40 hours.

## 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. This includes 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).
- eLearning with a lecturer, teacher or tutor present/available in real-time (the learner and tutor can be either remote or in the same physical place during eLearning).
- 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 learner and tutor can be either remote or in the same physical place during assessment).

This is **not**:

Unsupervised learning such as:

- eLearning 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 eg, 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 give feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to offer feedback before your next EQA visit, please email us at: [awards.support@ymca.co.uk](mailto:awards.support@ymca.co.uk).

### Entry requirements

Learners must have successfully completed either a regulated level 2 gym/fitness or group exercise qualification as a pre-requisite. They should also be able to demonstrate effective communication skills at the appropriate level.

### Opportunities for progression

The YMCA Level 2 Award in Developing Sustainable Physical Activity Programmes within Community Settings (603/7343/X), can lead to employment opportunities as a community-based fitness instructor.

It can also lead to further training at the same or higher levels including:

- YMCA Level 2 Award in Engaging Inactive People in Physical Activity to Create Long-Term Behaviour Change (603/7345/3)
- YMCA Level 2 Award in Group Exercise Instructing (603/7151/1)
- YMCA Level 3 Award in Adapting Exercise for Ante Natal and Post Natal Clients (600/5862/6)
- YMCA Level 3 Award in Adapting Exercise for Independently Active, Older People (600/5879/1)
- YMCA Level 3 Award in Business Skills for the Fitness Professional (600/1146/4)
- YMCA Level 3 Award in Emergency First Aid at Work (603/1902/1)
- YMCA Level 3 Award in First Aid at Work (603/1903/3)
- YMCA Level 3 Award in Programming and Supervising Exercise with Disabled Clients (600/5681/2)
- YMCA Level 3 Diploma in Teaching Pilates (Practitioner) (603/3855/6)



- YMCA Level 3 Diploma in Teaching Yoga (Practitioner) (603/3617/1).

### Mapping to standards

This qualification maps directly to the CIMSPA Working in Community Settings professional standard.

### 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](http://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](http://www.ymcaawards.co.uk/approvals).

### Tutor, assessor and IQA approval requirements

Staff carrying out the delivery, assessment and internal quality assurance of this 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 all areas 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 1 of the following qualifications:

- Level 3 Award, Level 4 Certificate or Level 5 Diploma in Education and Training
- Bachelor of Education (BEd)
- Certificate in Education (Cert Ed)
- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- City & Guilds Further and Adult Education Teaching Certificate

YMCA Level 2 Award in Developing Sustainable Physical Activity Programmes within Community Settings  
Qualification Specification | Version 1 | © YMCA Awards 2021

- 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 all areas 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 1 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 (NOS) for learning and development which can be found on the NOS database:

[www.ukstandards.org.uk](http://www.ukstandards.org.uk).

If none of the above qualifications 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 Quality Assurers

Internal quality assurers must:

- Be technically competent in the areas for which they are carrying out internal quality assurance. This competence must be at least to the same level as the qualification.
- Be occupationally knowledgeable in all areas for which they are carrying out internal quality assurance. 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 1 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](http://www.ukstandards.org.uk).

If none of these qualifications 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 quality assurers hold a recognised assessor qualification.

### Registration

All learners must be registered within the first 10% of the duration of their course eg, 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](http://www.ymcaawards.co.uk/registration).

### Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Wales and regulated by Qualifications Wales (QW)
- Northern Ireland and regulated by Council for Curriculum, Examinations and Assessment (CCEA Regulation)
- In other UK regions and outside the UK (regulated by Ofqual).

### 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](http://www.ymcaawards.co.uk/centres/policies-and-procedures).

### Enquiries 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](http://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.

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

This qualification must be assessed in line with YMCA Awards assessment policies and procedures: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

The YMCA Level 2 Award in Developing Sustainable Physical Activity Programmes within Community Settings (603/7343/X), is assessed through internal assessment.

### 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.

To check if a learner assessment record (LAR) is available for this qualification, please make sure you are logged in to the centre homepage on the website and follow this link: [www.ymcaawards.co.uk/download-resources/lars](http://www.ymcaawards.co.uk/download-resources/lars).

#### Creating a portfolio of evidence

If a YMCA Awards LAR is not used to show evidence of internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio 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.

### External assessment

There is no external assessment for 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](http://www.ymcaawards.co.uk/centres/centre-guidance).

### Internal and external quality assurance

The role of the internal quality assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the external quality assurer (EQA). This link provides further information on the role of the IQA and the EQA: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

## Qualification content

Unit specifications and recommended assessment methods can be found below.

# Working within the community to develop and deliver physical activity programmes (T/618/6441)

## Unit aim

The aim of this unit is to develop the required knowledge and skills to be able to plan, promote and deliver a sustainable physical activity programme that are fit for purpose for individuals and groups within a local community environment.

## Unit content

The learner will:

### 1. Understand the local community area and the different cultures and customs within it

The learner can:

- 1.1 Outline how to research and use information gathered on the demographic of the population within the local community
- 1.2 Identify the geographical makeup of the local community
- 1.3 Describe the profile of the community
- 1.4 Identify the different protected characteristics
- 1.5 Identify how individuals within the local area travel around the community
- 1.6 Outline how individuals identify themselves and the potential impact this has on participation within physical activity
- 1.7 State what subsequent actions to take as a result of the impact
- 1.8 Know the motivation for individuals, groups and communities within the local area
- 1.9 Identify how the cultures and customs impact on community liaison and cohesion
- 1.10 Identify the importance of cultures and customs for individuals and groups

The learner will:

### 2. Know about the existing provision within a local community

The learner can:

- 2.1. Identify the existing provision within a local community

- 2.2. State how to work with clubs, local authorities other organisations within the local community
- 2.3. Identify key socialising hot spots within the local area
- 2.4. Identify the current gaps in provision based on articulated needs

The learner will:

### 3. Understand the importance of building relationships and connecting with individuals and groups within the local community

The learner can:

- 3.1. Outline the importance of building relationships and connecting with the individuals and groups within the local community and those who support them, including:
  - Creating a connection
  - Creating rapport
  - Creating a positive and motivating environment.

The learner will:

### 4. Know key contacts and networks

The learner can:

- 4.1. Outline how to access information on key contacts within the local area
- 4.2. Identify the key influencers within the local community and how to contact them
- 4.3. Describe the different networks in the local community
- 4.4. Identify how to communicate, engage and utilise local networks to collaboratively support the local community

The learner will:

### 5. Know how to engage with individuals to support behaviour change

The learner can:

- 5.1. Outline how to support behaviour change in individuals
- 5.2. Describe the importance of adapting communication methods to meet the specific needs of individuals and groups within the local community
- 5.3. State how to influence people's attitude towards sport, physical activity, health and wellbeing
- 5.4. Outline how to promote positive change within the local community with the use of sport, physical activity or health and wellbeing delivery
- 5.5. Identify how to recognise the communities normal behaviour

## 5.6. Outline how to influence culture for behaviour change

The learner will:

### 6. Understand the barriers to participation in regular physical activity

The learner can:

#### 6.1. Outline perceived and potential barriers regarding participation in physical activity

The learner will:

### 7. Know how to promote long term change

The learner can:

#### 7.1. Outline how to recognise different types of change and motivation

#### 7.2. State the importance of listening to individuals/groups to understand their motivations

#### 7.3. State how to motivate an individual/group/community to take part in sport, physical activity, health and wellbeing programmes

The learner will:

### 8. Understand the physical and mental wellbeing benefits of being physically active

The learner can:

#### 8.1. Identify the benefits of being physically active and the affects these have on:

- The person sociologically, physically and psychologically
- Society
- Economic climate.

#### 8.2. Describe the importance of leading a healthy lifestyle including, nutrition, sleep and alcohol consumption

#### 8.3. Identify where to refer to for support mechanisms

The learner will:

### 9. Know how to engage, facilitate and deliver sustainable programmes to meet individual and group needs.

The learner can:

#### 9.1. Identify how to engage, facilitate and deliver appropriate activities and programmes relating to sport, physical activity or health and wellbeing interventions

#### 9.2. Outline how to work within the community to develop sustainability and retention



The learner will:

## 10. Be able to plan an appropriate sport, physical activity or health and wellbeing programme

The learner can:

- 10.1. Consult with individuals/groups within the local community to plan an appropriate sport, physical activity or health and wellbeing programme
- 10.2. Identify how an activity session or programme of activity meets the needs of the local community
- 10.3. Identify how to adapt activities or the programme to meet individual or group needs

The learner will:

## 11. Be able to deliver an appropriate sport, physical activity or health and wellbeing programme

The learner can:

- 11.1. Deliver an appropriate sport, physical activity or health and wellbeing programme
- 11.2. Adapt activities or the programme to meet individual or group needs

The learner will:

## 12. Understand the importance of feedback and reflection

The learner can:

- 12.1. Identify opportunities to collate and use feedback from individuals/groups regarding the activities or programmes delivered
- 12.2. Identify how to use feedback from the individuals and groups to promote motivation, sustainability and retention
- 12.3. Reflect on own performance
- 12.4. Reflect on projected sustainability of the programme using feedback received from other organisations and individuals/groups within local communities

<b>Assessment specification</b>	• Community research project (interviews)
	• Worksheet
	• Poster, leaflet or infographic
	• Session overview and plan
	• Session observation and evaluation





---

*YMCA Awards is one of the UK's leading health, fitness and wellbeing specific awarding organisations. It offers training centres and learners across the world a diverse suite of qualifications, from introductory (Level 1) to advanced levels (Level 4).*

*YMCA Awards issues over 30,500 qualification certificates a year, helping learners in the UK and overseas to launch and progress their careers in the active leisure sector.*

*To view YMCA Awards' full range of qualifications please visit  
[www.ymcaawards.co.uk](http://www.ymcaawards.co.uk).*

---

[www.ymcaawards.co.uk](http://www.ymcaawards.co.uk)

Awarding excellence

112 Great Russell Street, London, WC1B 3NQ | T +44 (0)20 3994 9500 |  
E [awards.info@ymca.co.uk](mailto:awards.info@ymca.co.uk) | W [ymcaawards.co.uk](http://ymcaawards.co.uk)

Registered charity no. 213121 | Registered in England & Wales no. 119249

