

Level 1 Award in Sport (603/1409/6)

Level 1 Certificate in Sport  
(603/1410/2)

## Qualification Specification





YMCA Awards

112 Great Russell Street  
London  
WC1B 3NQ

020 7343 1800

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

# YMCA Level 1 Award in Sport

# YMCA Level 1 Certificate in Sport

## Qualification Specification

Qualification number: 603/1409/6 (Award)

603/1410/2 (Certificate)

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.

## Licensing agreement and Copyright

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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 – enough to succeed in a career within the Sport and Active Leisure sector.

### Overview of knowledge, skills and understanding

Learners will cover:

- Participation in sport
- How to work safely in sport and active leisure
- Sector knowledge
- The importance of leading a healthy lifestyle
- Body functions in physical activity
- How to assist in the planning, delivery and evaluation of sporting activities
- Safeguarding
- The impact of people skills in sport

## Target group and age range

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

## Qualification structure

To achieve the Level 1 Award in Sport and the Certificate in Sport, learners must achieve 11 credits from the 3 mandatory units.

Unit reference number	Unit title	Level	Credit	Mandatory/optional
A/615/6826	Participating in sport	1	6	Mandatory
F/615/6827	Working safely in sport and active leisure	1	3	Mandatory
T/615/6825	Understanding the active leisure and learning sector	2	2	Mandatory

The Total Qualification Time (TQT) for this qualification is 110. The Guided Learning Hours (GLH) assigned are 99.

To achieve the Level 1 Certificate in Sport, learners must achieve 11 credits from the 3 mandatory units and a minimum of 14 credits from the optional units available. Making a total of 25 credits.

Unit reference number	Unit title	Level	Credit	Mandatory/optional
A/615/6826	Participating in sport	1	6	Mandatory
F/615/6827	Working safely in sport and active leisure	1	3	Mandatory
Y/600/1734	Understanding the active leisure and learning sector	2	2	Mandatory
J/615/6828	Leading a healthy lifestyle	1	2	Optional
F/615/6830	Recognising opportunities for participating in leisure	1	2	Optional
J/615/6831	Components and function of the body in physical activity	1	4	Optional
L/615/6832	Assist in the planning, delivery and evaluation of sporting activities	1	3	Optional
R/615/6832	Improving personal exercise and fitness	1	4	Optional
D/601/8230	Safeguarding and protecting children and young people in sport and active leisure	2	1	Optional
L/615/6829	People skills in sport and active leisure	2	3	Optional

The Total Qualification Time (TQT) for this qualification is 250. The Guided Learning Hours (GLH) assigned are 212.



## 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](mailto:awards.products@ymca.co.uk).

## Entry requirements

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

## Opportunities for progression

### Progression to further/higher level learning

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

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

## Mapping to standards

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

- C11 – Help to provide equipment for activities
- C21 – Help to maintain facility areas
- C260 – Help to maintain activity equipment
- D451 – Plan and prepare gym-based exercise
- D41 – Help to plan and prepare a session
- D42 – Lead an activity within a session
- D457 – Plan health related exercise and physical activity for children
- D451 – Plan and prepare gym-based exercise
- D457 – Plan health related exercise and physical activity for children
- D15 – Help to give good levels of service to participants and customers
- 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

## 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 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:

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

## Assessment and quality assurance

### How the qualification is assessed

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

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

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

Competency-based learning outcomes (eg, 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](http://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, 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](http://www.ymcaawards.co.uk/download-resources/lars).

#### Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (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

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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

No external assessment.

## 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(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](http://www.ymcaawards.co.uk/centres/centre-guidance).

## Qualification content

### Unit specifications and recommended assessment methods

# 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 sub-sector 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

The learner will:

### 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



# Participating in sport (A/615/6826)

## Unit aim

This unit enables learners to experience actively participating in a range of sporting activities and roles. Learners will be able to develop their physical skills and their knowledge of the rules and regulations of sporting activities as well as understand some of the reasons for participation in sport.

## Unit content

The learner will:

### 1 Know how to prepare to participate in sport

The learner can:

1.1 Outline reasons for participating in sport

1.2 Identify the main characteristics of sport

1.3 List the main categories of sport

1.4 Identify national, regional and local venues/facilities for participating in sport

The learner will:

### 2 Be able to participate in a range of sporting activities

The learner can:

2.1 Actively participate in individual sporting activities

2.2 Actively participate in team sports and activities

2.3 Outline the skills and techniques for a range of sports

2.4 Identify the equipment & resources required for a range of sports

2.5 Identify the essential rules and regulations for a range of sports

The learner will:

### 3 Be able to review participation in practical sports

The learner can:

3.1 Review participation over time in individual and team sporting activities

3.2 Identify strengths demonstrated in a range of sports

3.3 Identify the areas for development in a range of sports

3.4 Describe strategies that can be employed to improve practical performance in sport

Assessment  
specification

Practical – take part in sport, presentation

# Working safely in sport and active leisure (F/615/6827)

## Unit aim

This unit introduces learners to the cleaning, maintaining, setting up/taking down equipment and assisting in emergency situations. The unit will enable learners to undertake basic tasks within a sports facility. Must have access to facilities for cleaning, setting up/taking down equipment and routine operation.

## Unit content

The learner will:

### 1 Know basic health and safety guidelines in the workplace

The learner can:

1.1 Identify sources of health and safety information in the workplace

1.2 Describe the main reasons for health and safety laws for the workplace

1.3 Describe the main health and safety responsibilities of staff who work in the sport and active leisure industry

1.4 Describe safety precautions to be taken when working with hazards

The learner will:

### 2 Know how to prepare to clean and tidy facilities

The learner can:

2.1 Identify factors to consider before beginning cleaning tasks

2.2 Identify cleaning methods for specific areas of sport and active leisure facility

2.3 Identify safety precautions to consider before carrying out cleaning tasks

The learner will:

### 3 Be able to assist in setting up and take down equipment safely in a facility

The learner can:

3.1 Carry out safety checks to equipment

3.2 Set up and take down equipment safely in a sports facility

3.3 Identify sources of information about the setting up and taking down of equipment

3.4 Identify the importance of safety checks before and after use

3.5 Describe recommendations for the safe storage of sporting equipment

The learner will:

### 4 Know the requirements for the safe evacuation from a sports facility

The learner can:

4.1 Identify situations that may require evacuation of the building

4.2 Identify the procedures for dealing with emergency evacuation from the facility

4.3 State the safety checks that must be carried out to ensure safe egress from the building

4.4 Describe the different responsibilities of staff in the event of evacuation

Assessment  
specification

Leaflet, checklist, observation of practice, short answer questions

# Leading a healthy lifestyle (J/615/6828)

## Unit aim

This unit introduces the learner to the benefits of a healthy lifestyle and the factors that affect health. It also looks at the requirements of a balanced healthy diet and introduces the candidate to the physical and psychological benefits of exercise.

## Unit content

The learner will:

### 1 Understand the principles of a healthy lifestyle

The learner can:

1.1 Identify factors which affect health

1.2 Describe how lifestyle choices affect health

1.3 Outline the benefits of following a healthy lifestyle

The learner will:

### 2 Understand the principles of a healthy diet

The learner can:

2.1 List the components of a healthy balanced diet

2.2 Identify food sources for each component

2.3 Outline the benefits of a healthy diet

2.4 Identify current initiatives aimed at promoting a healthy diet

The learner will:

### 3 Understand the benefits of exercise

The learner can:

3.1 Identify the physical benefits of exercise

3.2 Identify the psychological benefits of exercise

Assessment  
specification

Display

# 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
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# Recognising opportunities for participating in leisure (F/615/6830)

## Unit aim

This unit introduces learners to 'leisure'. Learners will explore the definition, types, and characteristics of leisure activities as well as investigate the venues, facilities and costs of a range of different leisure activities. The unit will also encourage learners to discuss the different reasons/motivations for participating in leisure activities as well as to uncover the benefits of leisure to individuals.

## Unit content

The learner will:

### 1 Know the types (features) of leisure activities available

The learner can:

#### 1.1 Define leisure

#### 1.2 Identify the characteristics of leisure

#### 1.3 Outline types of leisure activities

The learner will:

### 2 Know the reasons for participation in leisure activities

The learner can:

#### 2.1 Outline the reasons for participating in leisure activities

#### 2.2 Outline the benefits of participating in active leisure

The learner will:

### 3 Know where to participate in different leisure activities

The learner can:

#### 3.1 Identify venues/facilities for participating in leisure activities

3.2 Outline local/regional venues or facilities for participating in different types of leisure activities

3.3 Outline national venues or facilities for participating in different types of leisure activities

3.4 Indicate the financial costs involved in participating in different types of leisure activities

Assessment specification	Flyer, poster
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# Components and functions of the body in physical activity (J/615/6831)

## Unit aim

The aim of this unit is to introduce the learner to the basic systems of the body and how they work. The unit will allow learners to explore human movement and the benefits to individuals who partake in physical activity.

## Unit content

The learner will:

### 1 Understand the components of physical fitness

The learner can:

**1.1 List the components of physical fitness**

**1.2 Identify the relevance of the components to sporting activities**

The learner will:

### 2 Know the basic functions of the skeleton and the major bones involved in movement

The learner can:

**2.1 List functions of the skeleton**

**2.2 List the types of bone in the skeleton**

**2.3 Identify the location and names of bones**

The learner will:

### 3 Know different joints and joint movements within the human body

The learner can:

**3.1 List the three types of joint**

**3.2 List the different synovial joints**

### 3.3 List types of joint movements

The learner will:

## 4 Know the basic function of the muscular system and the location of major muscles

The learner can:

### 4.1 List types of muscles

### 4.2 List the functions of muscles

### 4.3 List the name and location of the skeletal muscles in the body

The learner will:

## 5 Know the basic function of the cardiovascular system (CV)

The learner can:

### 5.1 Identify and locate the major organs that make up the CV system

### 5.2 List the different types of blood vessels

### 5.3 Describe the passage of blood through the body

The learner will:

## 6 Understand the basic energy systems

The learner can:

### 6.1 List the energy systems

### 6.2 Describe each of the energy systems

### 6.3 Identify the sporting activities mainly associated with each energy system

Assessment  
specification

Short answer questions

# Assist in the planning, delivery and evaluation of sporting activities (L/615/6832)

## Unit aim

The unit introduces learners to the roles and principles of planning, delivery and evaluating sporting activities and enables them to assist in the planning, delivery and evaluation of sporting activities.

## Unit content

The learner will:

### 1 Be able to assist in producing a plan of a sport and leisure activity

The learner can:

1.1 Assist in producing a plan for a sport and leisure activity

1.2 List information required to plan an activity effectively

1.3 State the basic health, safety and security requirements in delivering sporting activities safely

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

1.5 State consequences of poorly planned activities

1.6 State circumstances/situation that may require a change to a plan of activity

The learner will:

### 2 Be able to assist in the delivery of an activity

The learner can:

2.1 Prepare for the delivery of an activity

2.2 Assist in the delivery of an activity

2.3 Bring an activity to an end

2.4 Give examples of warm up activities

2.5 Give examples of main-body activities, skills or drills

2.6 Give examples of cool down activities

2.7 Describe the factors that contribute to effective delivery of sporting activities

2.8 Describe actions that should be taken at the end of an activity to bring it to a satisfactory conclusion

The learner will:

### 3 Be able to review the delivery of a sporting activity

The learner can:

3.1 Review the delivery of a sporting activity

3.2 Identify the importance of reviewing a sporting activity

3.3 Identify sources of feedback

3.4 Identify personal strengths in the delivery of a sporting activity

3.5 Identify areas for personal development in the delivery of a sporting activity

Assessment  
specification

Plan, observation of practice, short answer questions, reflection

# Improving personal exercise and fitness (R/615/6832)

## Unit aim

This unit introduces learners to exercise and fitness. The unit enables learners to identify the key reasons and benefits of active participation and prepares learners to participate safely in exercise and fitness activities as well as provide an introduction to exercise and fitness tests and activities available.

## Unit content

The learner will:

### 1 Know the considerations for taking part in exercise and fitness activities

The learner can:

1.1 Outline the main reasons for participating in exercise and fitness

1.2 Identify venues/facilities for participating in exercise and fitness

1.3 Identify health & safety requirements of participation in exercise & fitness

1.4 Identify the different components of physical fitness

1.5 Identify common fitness tests

The learner will:

### 2 Be able to participate in exercise and fitness activities designed to improve personal fitness

The learner can:

2.1 Participate in personal fitness testing

2.2 Record results from personal fitness testing

2.3 Actively participate in exercise & fitness activities to improve own fitness levels

2.4 Identify the main components of a fitness session

2.5 Outline the main purpose for warming up and cooling down

The learner will:

**3 Be able to reflect on participation in exercise and fitness activities**

The learner can:

3.1 Review personal fitness testing results over time

3.2 Identify personal benefits and/or effectiveness of following a fitness programme

Assessment  
specification

Poster, short answer questions, practical – Fitness tests



# 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.







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112 Great Russell Street, London, WC1B 3NQ | T +44 (0)20 7343 1800 | F +44 (0)84 3221 1549 |  
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