

YMCA Level 2 Award in Sport  
(603/1411/4)

YMCA Level 2 Certificate in Sport  
(603/1412/6)

YMCA Level 2 Diploma in Sport  
(603/1413/8)

### Qualification Specification





YMCA Awards

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# YMCA Level 2 Award/Certificate/ Diploma in Sport

## Qualification Specification

Qualification number:

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Level 2 Certificate in Sport (603/1412/6)

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Operational start date: 01/09/2017



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# Introduction

## About YMCA Awards

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

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

## Licensing agreement and Copyright

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## Qualification overview

This qualification is regulated by:

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

### Qualification aim

The aim of this qualification is to give learners a 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
- Health, safety and welfare in sport and active leisure
- Sector knowledge
- Sports facility operations
- Injuries in sport
- Factors that can influence and affect participation
- The importance of leading a healthy lifestyle
- Sport as a business
- How sport fits with society
- Anatomy and physiology for exercise
- Working with participants with disabilities in sport and active leisure



- Sports performance – including the technical and tactical requirements
- How to assist in the planning, delivery and evaluation of sporting activities
- Safeguarding
- The impact of people skills in sport
- Event organisation

## Target group and age range

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

## Qualification structure

To achieve the Level 2 Award in Sport, learners must achieve 11 credits from the 3 mandatory units\*.

To achieve the Level 2 Certificate in Sport, learners must achieve 12 credits from the 4 mandatory units and a minimum of 16 credits from the optional units, making a total of 28 credits.

To achieve the Level 2 Diploma in Sport, learners must achieve 12 credits from the 4 mandatory units and a minimum of 25 credits from the optional units, making a total of 37 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
L/615/6877	Participating in sport*	2	6	Mandatory
Y/600/1734	Understanding the active leisure and learning sector*	2	2	Mandatory
D/601/8230	Safeguarding and protecting children and young people in sport and active leisure	2	1	Mandatory
Y/615/6879	Sport facility operations	2	4	Optional
L/615/6894	Injuries in sport	2	3	Optional
T/615/6887	Factors affecting participation in sport and physical activity	2	3	Optional
M/615/6886	Sport as a business	2	4	Optional
A/615/6888	Sport and society	2	5	Optional
Y/615/6896	Leading a healthy lifestyle	2	4	Optional
A/615/6891	Plan, deliver and evaluate sport and leisure activities	2	4	Optional
F/615/6892	Physical preparation for sports performance	2	4	Optional
J/615/6893	Technical and tactical requirements for sports performance	2	4	Optional
H/600/9013	Anatomy and physiology for exercise	2	6	Optional

K/615/6885	Working with participants with disabilities in sport and active leisure	2	7	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 105.

The Total Qualification Time (TQT) for the Certificate is 280. The Guided Learning Hours (GLH) assigned are 237.

The Total Qualification Time (TQT) for the Diploma is 370. The Guided Learning Hours (GLH) assigned are 298.

### 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 offer feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent

on supervised learning (GLH). If you feel the GLH is different from the above and you wish to offer feedback before your next EQA visit, please email us: [awards.products@ymca.co.uk](mailto: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:

- 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 Increasing Participation in Sport & Active Leisure in Community Settings
- Level 3 NVQ in Leisure Management
- Level 3 Award, Certificate & Diploma in Sport
- 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:

- D451 - Plan and prepare gym-based exercise
- D457 - Plan health related exercise and physical activity for children
- 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
- C22 - Promote safety in the sport and activity environment
- C12 - Set up, take down and store equipment
- C23 - Tidy and clean sport and recreation areas
- 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
- A355 - Reflect on and develop own practice in providing exercise and physical activity
- ES1 - Plan, apply and evaluate your technical skills to achieve excellence in your sport
- ES2 - Plan, apply and evaluate your tactical skills to achieve excellence in your sport
- ES3 - Plan, apply and evaluate your physical capability to achieve excellence in your sport
- 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

## 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 (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](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 Curriculum, Examinations and Assessment)
- Wales and regulated by QiW (Qualifications Wales).

## Reasonable adjustments and special considerations

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

## Enquires and appeals procedures

YMCA Awards have an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](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 (e.g., be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated the observation can be simulated and be internally assessed.

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

This qualification must be assessed in line with YMCA Awards assessment policies and procedures [www.ymcaawards.co.uk/centres/centre-guidance](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. The unit on anatomy and physiology (H/600/9013) will be assessed through an external multiple choice 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.

A Learner Assessment Record is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link: [www.ymcaawards.co.uk/download-resources/lars](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 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 ensure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessments methods see the suggested example in the 'Qualification content' section of this specification. We also have a selection of word template documents that you might find useful when creating your learner's portfolios of evidence, to access this go to the secure section of the YMCA Awards website <http://www.ymcaawards.co.uk/user/login>.

## External assessment

The anatomy and physiology unit (H/600/9013) is assessed through an externally set and marked multiple choice assessment.

For further information please contact Customer Support on 020 7343 1800 or at [awards.support@ymca.co.uk](mailto:awards.support@ymca.co.uk).

You can download mock papers here: <http://www.ymcaawards.co.uk/download-resources/mock-papers>.

## 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). 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 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

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

<b>Assessment specification</b>	Fact sheet
	Leaflet
	Career guide

# 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 a 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

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

# Participating in sport (L/615/6877)

## Unit aim

This unit introduces learners to different aspects of practical sports performance. The unit aims to enable learners to experience a range of individual and team sports, giving them the opportunity to develop their practical skills as well as to reflect upon their strengths and areas for development.

It is envisaged that the unit is delivered in a practical way although some elements of the learning and assessment will need to be delivered in a class-based, theoretical setting. Learners are expected to actively participate in the sports prior to engaging in any evaluation of their personal practical performance.

## Unit content

The learner will:

### 1. Be able to use a range of skills, techniques and tactics in selected sports

The learner can:

1.1 Apply practical skills, techniques and tactics appropriate for a range of team sports

1.2 Apply practical skills, techniques and tactics appropriate for a range of individual sports

1.3 Describe the main skills, techniques and tactics for a range of individual sports

1.4 Describe the main skills, techniques and tactics for a range of team sports

The learner will:

### 2. Be able to review own sports performance

The learner can:

2.1 Produce observation checklists to review own sports performance

2.2 Use observation checklists to review own performance in a range of individual sports

2.3 Use observation checklists to review own performance in a range of team sports

2.4 Identify the content of an observation checklist to review own performance

2.5 Describe how to use an observation checklist

2.6 Describe strategies that can be used to improve practical performance in sport

#### Assessment specification

Practical – participate in sport  
Plan and use observational checklist  
Review

# 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, and sports leaders.

## 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

# Sports facility operations (Y/615/6879)

## Unit aim

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

## Unit content

The learner will:

### 1. Know the main legal requirements for health and safety in the workplace

The learner can:

- 1.1 Identify health and safety laws and regulations that must be complied with in the workplace
- 1.2 Describe health and safety responsibilities of the employer
- 1.3 Describe health and safety responsibilities of the employee

The learner will:

### 2. Be able to carry out cleaning within a sport and active leisure facility

The learner can:

- 2.1 Prepare to clean areas in a sports facility
- 2.2 Clean areas in a sports facility safely
- 2.3 Provide status reports on cleaning progress
- 2.4 Identify cleaning materials and equipment required to clean areas in a sport and leisure facility
- 2.5 Describe cleaning methods to clean areas within a sports and leisure facility
- 2.6 Identify precautions to consider to carry out tasks safely
- 2.7 State processes for cleaning tasks
- 2.8 Identify cleaning schedule, cleaning materials and equipment for specific tasks
- 2.9 State the importance of recording and reporting cleaning activities



The learner will:

### 3. Understand the routine maintenance of sports and leisure facilities and equipment

The learner can:

3.1 Define routine maintenance

3.2 Explain the importance of checklists in facility operations

3.3 Describe typical causes of damage to buildings and equipment

3.4 Explain procedures for dealing with damage to equipment or fabric of buildings

The learner will:

### 4. Be able to set up and take down equipment safely in a sport and leisure facility

The learner can:

4.1 Carry out safety checks to equipment in a sport and leisure facility

4.2 Set up and take down equipment safely in a sport and leisure facility

4.3 Identify sources of information about setting up and taking down equipment

4.4 Identify the importance of safety checks before and after use

4.5 Describe recommendations for safe storage of sporting equipment

The learner will:

### 5. Know the range of activities that can be undertaken in a sports and leisure facility

The learner can:

5.1 Identify the court markings and layouts for different sporting activities

5.2 Identify alternative uses and activities for sporting facilities

The learner will:

### 6. Understand requirements for the safe evacuation from a sports and leisure facility

The learner can:

6.1 Identify situations that may require evacuation of the building

6.2 Identify procedures for dealing with emergency evacuation from the facility

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

6.4 Explain responsibilities of staff in the event of evacuation

**Assessment specification**

Practical

Produce a plan

Short answer questions

# 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

# Anatomy and physiology for exercise (H/600/9013)

## Unit aim

This unit covers the knowledge an instructor needs about anatomy and physiology relating to exercise programming for apparently healthy adults of all ages.

## Unit content

The learner will:

### 1. Understand the structure and function of the circulatory system

The learner can:

- 1.1 Identify the location of the heart
- 1.2 Describe the function of the heart
- 1.3 Describe the structure of the heart
- 1.4 Describe how blood moves through the four chambers of the heart
- 1.5 Describe systemic and pulmonary circulation
- 1.6 Describe the structure and functions of blood vessels
- 1.7 Define blood pressure
- 1.8 Identify blood pressure classifications

The learner will:

### 2. Understand the structure and function of the respiratory system

The learner can:

- 2.1 Identify the location of the lungs
- 2.2 Describe the function of the lungs
- 2.3 Describe the structure of the lungs
- 2.4 Identify the main muscles involved in breathing
- 2.5 Describe the passage of air through the respiratory tract

## 2.6 Describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs

The learner will:

### 3. Understand the structure and function of the skeleton

The learner can:

3.1 Describe the basic functions of the skeleton

3.2 Identify the structures of the axial skeleton

3.3 Identify the structures of the appendicular skeleton

3.4 Explain the classification of bones

3.5 Explain the structure of long bone

3.6 Explain the stages of bone growth

3.7 Describe posture in terms of:

- curves of the spine
- neutral spine alignment
- potential ranges of motion of the spine
- postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy

The learner will:

### 4. Understand joints in the skeleton

The learner can:

4.1 Describe the classification of joints

4.2 Describe the structure of synovial joints

4.3 Describe the types of synovial joints and their range of motion

4.4 Describe joint movement potential and joint actions

The learner will:

### 5. Understand the muscular system

The learner can:

5.1 Identify the three types of muscle tissue

5.2 Define the characteristics and functions of the three types of muscle tissue

5.3 Describe the basic structure of skeletal muscle

5.4 Name and locate the anterior skeletal muscles

5.5 Name and locate the posterior skeletal muscles

5.6 Describe the structure and function of the pelvic floor muscles

5.7 Describe the different types of muscle action

5.8 Identify the joint actions brought about by specific muscle group contractions

5.9 Identify skeletal muscle fibre types and their characteristics

The learner will:

## 6. Understand the life-course of the musculoskeletal system and its implications for special populations exercise

The learner can:

6.1 Describe the life-course of the musculoskeletal system, including relevant tendon, ligament, muscle, joint and bone mineral density changes, and their implications for exercise, plus specific implications for working with:

- young people in the 14-16 age range
- antenatal and postnatal women
- older people (50 plus)

The learner will:

## 7. Understand energy systems and their relation to exercise

The learner can:

7.1 Describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate

7.2 Explain the use of the three energy systems during aerobic and anaerobic exercise

The learner will:

## 8. Understand the nervous system and its relation to exercise

The learner can:

8.1 Describe the role and functions of the nervous system

8.2 Describe the principles of muscle contraction

8.3 Describe the 'all or none law'/motor unit recruitment

8.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness

**Assessment specification**

External assessment – multiple choice test



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

## Unit aim

This unit is aimed at those who work or wish to work with disabled participants within the sport and active leisure industry. This qualification is specifically designed to enhance individual skills and knowledge, providing confidence to provide an inclusive environment when delivering sporting activities, and ultimately improving the performance of disabled athletes.

## Unit content

The learner will:

### 1. Describe the key issues which affect participants with disabilities

The learner can:

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

1.2 Describe the models of disability

1.3 Outline barriers to participation for people with disabilities

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

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

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

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

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

The learner will:

## 2 Review safe working practices

The learner can:

2.1 Follow health and safety procedures

2.2 Carry out risk assessments

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

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

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

2.6 Explain the importance of carrying out a risk assessment

2.7 Outline the key stages of a risk assessment

2.8 Describe procedures for controlling the risk arising from hazards

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

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

2.11 Explain the importance of reviewing health and safety practices

The learner will:

## 3 Lead sport and leisure activities for participants with disabilities

The learner can:

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

3.2 Deliver sport and leisure activities to participants with disabilities

3.3 Communicate effectively with participants with disabilities

3.4 Use resources effectively with participants with disabilities

3.5 Review sport and leisure activities

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

3.7 Outline the importance of profiling

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

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

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

3.11 Outline the importance of feedback and evaluation

3.12 Outline key features of an effective session

<b>Assessment specification</b>	
	Produce a guide Carryout a risk assessment Plan, lead and review sport and leisure activities Short answer questions

# Sport as a business (M/615/6886)

## Unit aim

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

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

## Unit content

The learner will:

### 1. Understand the diversity of businesses in the sport sector

The learner can:

1.1 Identify income generating opportunities from sport

1.2 Identify the variety of businesses in the sport sector

1.3 Describe types of sports-related consumer spending

The learner will:

### 2. Understand the contribution of sports businesses to the economy and society

The learner can:

2.1 Identify sources of information relating to the performance of sports businesses

2.2 Describe how sports businesses contribute to the economy

2.3 Describe how sports businesses contribute to wider society

The learner will:

### 3. Understand the factors that help to make a successful sports business

The learner can:

3.1 Describe the factors that affect the success of sports businesses

3.2 Identify measures that indicate the success of sports businesses

3.3 Explain the importance of analysing success of sports businesses

## Assessment specification

Presentation

Report

# 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 foundational 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 encouraged or 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

# 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 give 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

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

# 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

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

Short answer questions

# 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

Practical - Plan and deliver session

Short answer questions

# Physical preparation for sports performance (F/615/6892)

## Unit aim

This unit introduces learners to the components of fitness and principles of training and their impact on physical capabilities and sporting performance. It gives learners the opportunity to develop and participate in activities to improve own performance.

## Unit content

The learner will:

### 1. Know the physical demands of a sport

The learner can:

1.1 Identify the components of physical fitness

1.2 Describe the physical demands of a sport in relation to the components of fitness

The learner will:

### 2. Be able to measure components of physical fitness

The learner can:

2.1 Measure components of physical fitness for sport performance using common tests

2.2 Interpret the results of tests carried out to measure components of physical fitness

2.3 Identify common tests for measuring components of physical fitness

2.4 Identify resources required for the common tests

2.5 Describe the procedures for carrying out common tests

2.6 State the importance of interpreting results for common tests correctly

The learner will:

### 3. Be able to improve own physical fitness and performance

The learner can:

3.1 Develop activities to improve own physical fitness and performance

3.2 Monitor the effectiveness of the activities

3.3 Describe activities that could be used to improve the components of physical fitness

3.4 Identify how principles of training can be used to assist in the development of activities

3.5 Identify additional preparation required to improve performance

3.6 Identify methods to monitor the effectiveness of the activities designed to improve physical fitness and performance

3.7 Describe the importance of improving physical fitness for a sports performer

3.8 Identify the factors that may affect physical fitness when preparing for sports performance

<b>Assessment specification</b>	
	Practical – Fitness tests Produce and implement plan Short answer questions

# Technical and tactical requirements for sports performance (J/615/6893)

## Unit aim

This unit introduces learners to the technical and tactical skills required for a sport. The unit enables learners to review skills in training and competition. This unit requires learners to be an active participant in a sport.

## Unit content

The learner will:

### 1. Understand the technical and tactical skills for a sport

The learner can:

1.1 Identify the importance of understanding the technical and tactical skills for a sport

1.2 Describe the essential technical skills for a sport

1.3 Describe the essential tactical skills for a sport

The learner will:

### 2. Be able to assess technical and tactical skills of other athletes

The learner can:

2.1 Assess the technical and tactical skills of other athletes

2.2 Identify the reasons for assessing the technical and tactical skills of other athletes

2.3 Identify the criteria to assess the performance of other athletes

The learner will:

### 3. Be able to assess and improve own technical and tactical skills

The learner can:

3.1 Explain the reasons for assessing own technical and tactical skills

3.2 Identify the criteria to assess own performance

3.3 Identify strategies for improving performance

3.4 Identify sources of assistance to improve own performance

#### Assessment specification

Observation report

Short answer questions

# Injuries in sport (L/615/6894)

## Unit aim

The aim of this unit is to introduce the learner to the potential risks of injury involved when participating in sport. The unit will enable the learner to recognise the common symptoms of injuries and the correct treatment of them.

## Unit content

The learner will:

### 1. Understand the risks of injury associated with participation in sport

The learner can:

1.1 Explain the importance of rules and regulations in reducing risks of injury in sport

1.2 Describe risk factors involved when participating in own sport

1.3 Describe how identified risks can be minimised

1.4 Explain the use of personal protective equipment in sport

The learner will:

### 2. Know the common injuries associated with own sport

The learner can:

2.1 Describe a range of common injuries that may occur when participating in own sport

2.2 Identify the different categories of sporting injury

2.3 Describe signs/symptoms of injuries

2.4 Explain probable causes of common injuries in own sport

The learner will:

### 3. Know how to deal with different types of sporting injuries

The learner can:

3.1 Describe a range of treatments for common sporting injuries in own sport

3.2 Identify key personnel involved in the treatment of sporting injuries

3.3 Identify timelines for potential recovery

3.4 Describe the use of support aids for injuries during training





# Leading a healthy lifestyle (Y/615/6896)

## Unit aim

This unit develops the learner's understanding of the benefits of a healthy lifestyle and the factors that affect health. It explores the requirements of a balanced, healthy diet and the physical and psychological benefits of exercise. Finally, it enables learners to review an individual's lifestyle choices.

## Unit content

The learner will:

### 1. Understand the impact of lifestyle on health

The learner can:

1.1 Describe components of a healthy lifestyle

1.2 Explain the benefits of following a healthy lifestyle

The learner will:

### 2. Understand the role that nutrition plays in health

The learner can:

2.1 Describe the components of a healthy balanced diet

2.2 Describe the basic functions of each component

2.3 Explain the benefits of a healthy diet

2.4 Identify the nutritional recommendations for different populations

The learner will:

### 3. Understand the importance of exercise for health

The learner can:

3.1 Identify recommended levels of physical activity

3.2 Describe the physical benefits of exercise

3.3 Describe the psychological benefits of exercise

3.4 Describe the social benefits of exercise

The learner will:

## 4. Understand how to assess an individual's lifestyle

The learner can:

4.1 Produce a form to assess an individual's lifestyle choices

4.2 Complete a lifestyle assessment of an individual

4.3 Describe lifestyle choices that have a positive impact on health

4.4 Describe lifestyle choices that have a negative impact on health

### Assessment specification

Information guide

Lifestyle assessment form

Flyer



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