



YMCA Level 2 Award in Engaging Children and Young People in Sport and Physical Activity (603/7216/3)

YMCA Level 2 Award in Delivering Sport and Physical Activity in the School Environment: Out of Curriculum (603/7217/5)

YMCA Level 2 Award in Engaging Children Aged 0-5 in Sport and Physical Activity (603/7218/7)

## Qualification Specification



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YMCA Level 2 Award in Engaging Children and Young People  
in Sport and Physical Activity

YMCA Level 2 Award in Delivering Sport and Physical Activity  
in the School Environment: Out of Curriculum

YMCA Level 2 Award in Engaging Children Aged 0-5 in Sport  
and Physical Activity

### Qualification Specification

Qualification numbers: 603/7216/3, 603/7217/5, 603/7218/7

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

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Level 2 Award in Engaging Children and Young People in Sport and Physical Activity  
Level 2 Award in Engaging Children Aged 0-5 in Sport and Physical Activity  
Level 2 Award in Delivering Sport and Physical Activity in the School Environment: Out of Curriculum  
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# Contents

Introduction .....	1
Group A: Safeguarding and protecting children and young people .....	14
Category 1: An Awareness of safeguarding and protecting children and young people (T/618/6214) .....	15
Category 2: A basic understanding of safeguarding and protecting children and young people (A/618/6215) .....	17
Category 3: A strategic understanding of safeguarding and protecting children and young people (F/618/6216) .....	20
Group B: Engaging Children and Young People in Sport and Physical Activity.....	23
Principles of engaging children and young people in sport and physical activity (F/618/6197) .....	24
Planning sport and physical activity for children and young people (J/618/6198) .....	29
Delivering sport and physical activity for children and young people (L/618/6199) .....	33
Group C: Delivering sport and physical activity in the school environment: out of curriculum.....	39
Principles of delivering sport and physical activity in the school environment: out of curriculum (D/618/6210) .....	40
Planning and delivering sport and physical activity in the school environment: out of curriculum: Key stage 1 and 2 (H/618/6208) .....	43
Planning and delivering sport and physical activity in the school environment: Out of curriculum. Key stage 3 and 4 (K/618/6209) .....	50
Group D: Engaging Children Aged 0-5 in Sport and Physical Activity .....	57
Principles of engaging children aged 0-5 in sport and physical activity (H/618/6211) .....	58
Planning sport and physical activity for children aged 0-5 (K/618/6212) .....	62
Delivering sport and physical activity for children aged 0 – 5 (M/618/6213) .....	66



# 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. Most importantly of all we have helped over 200, 000 people launch and advance their careers.

## Qualification overview

These qualifications are regulated by:

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

## Qualification aim

Both the YMCA Level 2 Award in Engaging Children and Young People in Sport and Physical Activity (603/7216/3) and YMCA Level 2 Award in Engaging Children Aged 0-5 in Sport and Physical Activity (603/7218/7) are identified by The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) as population specialisms. The aim of both of these qualifications is to develop the knowledge, skills and behaviours of learners to enable them to plan and deliver safe and effective sport and physical activity sessions for children and young people aged 0-5 or aged 5-18 (depending on the qualification selected).

Following the completion of the YMCA Level 2 Award in Engaging Children and Young People in Sport and Physical Activity (603/7216/3), learners can move on to the YMCA Level 2 Award in Delivering Sport and Physical Activity in the School Environment: Out of Curriculum (603/7217/5), which maps to a CIMSPA environment specialism professional standard. The aim of this qualification is to develop learners existing knowledge and skills for specific out-of-curriculum educational settings, such as lunchtime and after school clubs.

Overview of knowledge, skills and understanding

<b>YMCA Level 2 Award in Engaging Children and Young People in Sport and Physical Activity (603/7216/3)</b>	<b>The Level 2 Award in Delivering Sport and Physical Activity in the School Environment: Out of Curriculum (603/7217/5)</b>	<b>YMCA Level 2 Award in Engaging Children Aged 0-5 in Sport and Physical Activity (603/7218/7)</b>
Safeguarding and protecting children.	Understanding the school and further education sector.	Safeguarding and protecting children.
Understanding the rights of a child.	The school's role in the community setting.	Principles of holistic development in children aged 0-5.
Safe and inclusive practice when working with children.	Barriers to participation in physical activity and competitive sport.	How to support children with additional needs in the context of sport and physical activity provision.
The development stages of children.	Engagement in competitive and non-competitive school sports and activities.	The role of sport and physical activity in child development.
Factors influencing participation in sport and physical activity.	Planning and delivering sport and physical activity in the primary school environment for children aged 5-11.	How to create a fun, safe and inclusive environment for the delivery of sport and physical activity sessions.
Behaviour management.	Planning and delivering sport and physical activity in the secondary school and further education environment for children and young people aged 11-18.	Promoting health and well-being of children aged 0-5.
Professional practice when working with children.		
Planning and delivering sport and physical activity sessions to children and young people aged 5-18.		



## Target group and age range

These qualifications have been designed to be accessed by those 15 years and older. Learners must be at least 16 years to be certificated.

## Qualification structure

To achieve the appropriate qualification, learners must select the required number of units from the appropriate group; A, B, C, D. This is shown in the table below.

Qualifications	Group and number of units to be taken				Total Qualification Time (hours)	Guided Learning Hours
	A	B	C	D		
YMCA Level 2 Award in Engaging Children and Young People in Sport and Physical Activity (603/7216/3)	1 of 3	3 of 3			102 – 112	82 - 90
YMCA Level 2 Award in Delivering Sport and Physical Activity in the School Environment: Out of Curriculum (603/7217/5)			2 of 3		67	54
YMCA Level 2 Award in Engaging Children Aged 0-5 in Sport and Physical Activity (603/7218/7)	1 of 3			3 of 3	97-107	78-86

**Group A – Safeguarding and protecting children and young people.** Select 1 unit if completing YMCA Level 2 Award in Engaging Children and Young People in Sport and Physical Activity (603/7216/3) or YMCA Level 2 Award in Engaging Children Aged 0-5 in Sport and Physical Activity (603/7218/7).

Unit number	Unit title	Level	Credit
T/618/6214	Category 1: An awareness of safeguarding and protecting children and young people	2	1
A/618/6215	Category 2: A basic understanding of safeguarding and protecting children and young people	2	1
F/618/6216	Category 3: A strategic understanding of safeguarding and protecting children and young people	2	2

Level 2 Award in Engaging Children and Young People in Sport and Physical Activity  
 Level 2 Award in Engaging Children Aged 0-5 in Sport and Physical Activity  
 Level 2 Award in Delivering Sport and Physical Activity in the School Environment: Out of Curriculum  
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## Choosing the right safeguarding category for your role

The table below outlines the appropriate category based on level of contact with children aligned with roles and responsibilities.

Role	Category 1 An awareness of safeguarding and protecting children and young people	Category 2 A basic understanding of safeguarding and protecting children and young people	Category 3 A strategic understanding of safeguarding and protecting children and young people
None or minimal contact with children and no responsibility for instruction	x		
Potential for supervised contact with children and providing instruction		x	
Potential for unsupervised contact with children and providing instruction		x	
Managerial/board/senior level of employment or role with responsibility for recruitment decisions			x

**Group B - Engaging Children and Young People in Sport and Physical Activity.** Select all if completing YMCA Level 2 Award in Engaging Children and Young People in Sport and Physical Activity (603/7216/3).

Unit number	Unit title	Level	Credit
F/618/6197	Principles of engaging children and young people in sport and physical activity	2	3
J/618/6198	Planning sport and physical activity for children and young people	2	2
L/618/6199	Delivering sport and physical activity for children and young people	2	4

**Group C – Delivering Sport and Physical Activity in the School Environment: Out of Curriculum.** Select only 1 pathway in addition to the mandatory Principles of delivering sport and physical activity in the school environment: out of curriculum (D/618/6210) unit if completing the YMCA Level 2 Award in Delivering Sport and Physical Activity in the School Environment: Out of Curriculum (603/7217/5).

Unit number	Unit title	Level	Credit
D/618/6210	Principles of delivering sport and physical activity in the school environment: out of curriculum	2	2
<b>Pathway 1: Key stage 1 &amp; 2 (primary)</b>			
H/618/6208	Planning and delivering sport and physical activity in the school environment: out of curriculum. Key stage 1 and 2	2	5
<b>Pathway 2: Key stage 3 &amp; 4 (secondary and further education)</b>			
K/618/6209	Planning and delivering sport and physical activity in the school environment: out of curriculum. Key stage 3 and 4	2	5

**Group D – Engaging Children Aged 0-5 in Sport and Physical Activity.** Select all if completing YMCA Level 2 Award in Engaging Children Aged 0-5 in Sport and Physical Activity (603/7218/7).

Unit number	Unit title	Level	Credit
H/618/6211	Principles of engaging children aged 0-5 in sport and physical activity	2	3
K/618/6212	Planning sport and physical activity for children aged 0-5	2	2
M/618/6213	Delivering sport and physical activity for children aged 0-5	2	3

### 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 2 elements:

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

- b) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training. This includes assessment, which takes place as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training.

### Guided Learning Hours (GLH)

This is:

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

This is **not**:

Unsupervised learning such as:

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

### Recommended Guided Learning Hours – our ongoing review

Your external quality assurer (EQA) will ask you to feedback on GLH annually as part of quality assurance activity. 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.support@ymca.co.uk](mailto:awards.support@ymca.co.uk).

## Entry requirements

YMCA Level 2 Award in Engaging Children and Young People in Sport and Physical Activity (603/7216/3)

As this is a population specialism qualification, learners should have already achieved a relevant fitness qualification that is mapped to The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) occupational professional standard.

YMCA Level 2 Award in Delivering Sport and Physical Activity in the School Environment: Out of Curriculum (603/7217/5)

Learners must have already achieved a qualification that is mapped to CIMSPA's working with children and safeguarding and protecting children professional standards.

YMCA Level 2 Award in Engaging Children Aged 0-5 in Sport and Physical Activity (603/7218/7)

As this is a population specialism qualification, learners should have already achieved a relevant fitness qualification that is mapped to a CIMSPA occupational professional standard.

## Opportunities for progression

These qualifications can lead to employment in planning and delivering sport and physical activity sessions to children and young people.

The qualification can also lead to further training at the same and higher levels in a range of qualifications. For example:

- YMCA Level 2 Award in Engaging Children Aged 0-5 in Sport and Physical Activity (603/7218/7)
- YMCA Level 2 Award in Delivering Sport and Physical Activity in the School Environment: Out of Curriculum (603/7217/5)
- YMCA Level 2 Award in Engaging Children and Young People in Sport and Physical Activity (603/7216/3)
- YMCA Level 3 Award in Emergency Paediatric First Aid (603/7211/4)
- YMCA Level 3 Award in Paediatric First Aid (603/7212/6).

Level 2 Award in Engaging Children and Young People in Sport and Physical Activity

Level 2 Award in Engaging Children Aged 0-5 in Sport and Physical Activity

Level 2 Award in Delivering Sport and Physical Activity in the School Environment: Out of Curriculum  
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## Mapping to standards

These qualifications are fully mapped to The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) professional standards:

Qualification	CIMSPA Professional Standard (V1)
YMCA Level 2 Award in Engaging Children and Young People in Sport and Physical Activity (603/7216/3)	<ul style="list-style-type: none"><li>• Working with children</li><li>• Safeguarding and protecting children.</li></ul>
YMCA Level 2 Award in Delivering Sport and Physical Activity in the School Environment: Out of Curriculum (603/7217/5)	<ul style="list-style-type: none"><li>• Working in the school environment (out of curriculum).</li></ul>
YMCA Level 2 Award in Engaging Children Aged 0-5 in Sport and Physical Activity (603/7218/7)	<ul style="list-style-type: none"><li>• Working with children 0-5</li><li>• Safeguarding and protecting children.</li></ul>

## Centre approval

These qualifications can only be offered by those YMCA Awards centres approved to deliver them. Details of YMCA Awards approvals processes can be found on our website: Details of the 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 application, through Y-Connect to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: [www.ymcaawards.co.uk/approvals](http://www.ymcaawards.co.uk/approvals).

## Tutor, assessor and IQA approval requirements

Staff carrying out the delivery, assessment and internal quality assurance of 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, holding a relevant working with children qualification.
- Have at least 12 months recent experience of working with children within age groups relevant to the qualification(s) being delivered.
- Be occupationally knowledgeable in all areas for which they are delivering training. This knowledge must be at least to the same level as the training being delivered.
- Have credible experience of providing training.

Tutors should ideally hold or be working towards 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 should achieve a recognised teaching qualification.

## Assessors

Assessors must:

- Be technically competent, holding a relevant Working with Children qualification.
- Have at least 12 months recent experience of working with children within age groups relevant to the qualification(s) being delivered.
- Be occupationally knowledgeable in all areas for which they are carrying out assessment. This knowledge must be at least to the same level as the assessment.
- Have credible experience of providing training and assessment.

Assessors should ideally hold or be working towards 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

Level 2 Award in Engaging Children and Young People in Sport and Physical Activity  
Level 2 Award in Engaging Children Aged 0-5 in Sport and Physical Activity  
Level 2 Award in Delivering Sport and Physical Activity in the School Environment: Out of Curriculum  
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- D32/33 Assess Candidate Performance Using Differing Sources of Evidence.

Note: Holders of A1 and D32/33 qualifications must work to the reviewed national occupational standards (NOS) for learning and development which can be found on the NOS database: [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

If none of the above qualifications are held, the centre's YMCA Awards external quality assurer will discuss appropriate timescales by which assessors may achieve a recognised assessor qualification. The assessor may be the tutor. However, the assessor cannot be the internal quality assurer.

### Internal Quality Assurers

Internal quality assurers must:

- Be technically competent in the areas for which they are carrying out internal quality assurance. This competence must be at least to the same level as the qualification.
- Be occupationally knowledgeable in all areas for which they are carrying out internal quality assurance. This knowledge must be at least to the same level as the qualification.
- Have credible experience of internal quality assurance.

Internal quality assurers 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 these qualifications are held, the centre's YMCA Awards external quality assurer will discuss appropriate timescales by which internal verifiers should achieve a recognised internal quality assurance qualification.

It is also recommended that internal quality assurers hold a recognised assessor qualification.

### Registration

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



## Qualification availability

These qualifications are available in:

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

## Reasonable adjustments and special considerations

In making these qualifications 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 each qualification is assessed

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

The qualifications are a unit based 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.

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

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

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

These qualifications 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) and the appropriate CIMSPA professional standard.

The YMCA Level 2 Award in Engaging Children and Young People in Sport and Physical Activity (603/7216/3) is assessed through internal assessment.

The YMCA Level 2 Award in Delivering Sport and Physical Activity in the School Environment: Out of Curriculum (603/7217/5) is assessed through internal assessment.

The YMCA Level 2 Award in Engaging Children Aged 0-5 in Sport and Physical Activity (603/7218/7) is assessed through internal assessment.

### External assessment

There is no external assessment associated with these qualifications.

### Internal assessment

We suggest the following approaches to internal assessment:

#### Using a Learner Assessment Record (LAR)

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

To check if a learner assessment record 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 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.

Centre's need to make sure assessment specifications and paperwork are signed off by the centre's external quality assurer (EQA) before delivery.

The 'Qualification content' section of this specification will give you a guide to selecting appropriate assessment methods.

### 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). This links provides further information on the role of the IQA and the EQA: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

## Qualification content

Unit specifications and recommended assessment methods can be found below

# Group A: Safeguarding and protecting children and young people

# Category 1: An Awareness of safeguarding and protecting children and young people (T/618/6214)

## Unit aim

This unit provides an awareness of safeguarding and protecting children and young people. This category applies to all staff and volunteers working in sport and physical activity where they have limited contact with, (but no responsibility for) children and will not be providing instruction eg coaching. Examples roles can include recreation assistant, grounds person, parent helper.

## Unit content

The learner will:

### 1. Understand safeguarding and child protection

The learner can:

- 1.1 Outline what is meant by safeguarding and child protection
- 1.2 Outline what is meant by appropriate behaviour in relation to children and young people
- 1.3 Identify factors that could influence a child's behaviour
- 1.4 Outline the difference between abuse and poor working practices when working with children and young people

The learner will:

### 2. Understand the different types and indicators of abuse

The learner can:

#### 2.1 Outline the different types of child abuse including:

- Physical
- Emotional
- Neglect
- Bullying
- Sexual

## 2.2 Outline possible indicators of abuse including:

- Physical
- Emotional
- Neglect
- Bullying
- Sexual

The learner will:

## 3. Understand how to respond to reports or suspicion of child abuse

The learner can:

3.1 Describe what to do when concerned that a child or young person may be being abused or that someone may pose a risk to a child or young person

3.2 Identify the statutory agencies responsible for safeguarding and protecting children and young people

The learner will:

## 4. Be able to recognise and respond to potential indicators of abuse and poor practice

The learner can:

4.1 Identify different indicators of child abuse and poor practice

4.2 Identify suitable sources for advice and support in response to suspicion of child abuse or poor practice

4.3 Follow the correct procedure(s) regarding safeguarding or child protection concern(s)

### Assessment specification

Knowledge questions (category 1)

Case studies

# Category 2: A basic understanding of safeguarding and protecting children and young people (A/618/6215)

## Unit aim

This unit provides a basic understanding of safeguarding and protecting children and young people. This category applies to all staff and volunteers working in sport and physical activity where they have the potential to provide instruction, supervised or unsupervised, to children. Example roles include coaching assistant, coach, and gym instructor.

## Unit content

The learner will:

### 1. Understand safeguarding and child protection

The learner can:

1.1 Outline what is meant by safeguarding and child protection

1.2 Outline what is meant by appropriate and inappropriate behaviour in relation to children and young people

1.3 Identify factors that could influence a child's behaviour

1.4 Outline the difference between abuse and poor working practices when working with children and young people

The learner will:

### 2. Understand the different types and indicators of abuse

The learner can:

2.1 Outline the different types of child abuse including:

- Physical
- Emotional
- Neglect

- Bullying
- Sexual

2.2 Outline possible indicators of abuse including:

- Physical
- Emotional
- Neglect
- Bullying
- Sexual.

The learner will:

### 3. Understand how to respond to reports or suspicion of child abuse

The learner can:

3.1 Describe what to do when concerned that a child or young person may be being abused or that someone may pose a risk to a child or young person

3.2 Describe how to appropriately react and respond to a child should they make a disclosure

3.3 Identify the statutory agencies responsible for safeguarding and protecting children and young people

The learner will:

### 4. Understand the key principles of safeguarding and protecting children and young people

The learner can:

4.1 Outline key government legislation in relation to safeguarding and protecting children and young people

4.2 Describe what constitutes good working practices for the safeguarding and protecting children and young people

4.3 Describe what is meant by appropriate and inappropriate behaviour with children and young people

4.4 Describe the scope of own role and that of others in safeguarding and protecting children and young people



The learner will:

## 5. Be able to recognise and respond to potential indicators of child abuse and poor practice

The learner can:

5.1 Identify different indicators of child abuse and poor practice

5.2 Identify suitable sources for advice and support in response to suspicion of child abuse or poor practice

5.3 Follow the correct procedure(s) regarding safeguarding or child protection concern(s)

5.4 Demonstrate good practice and appropriate behaviour with children and young people

<b>Assessment specification</b>	Knowledge questions (category 2)
	Case studies
	Witness testimony

# Category 3: A strategic understanding of safeguarding and protecting children and young people (F/618/6216)

## Unit aim

This unit provides a strategic understanding of safeguarding and protecting children and young people. This category applies to staff and volunteers with senior operational management responsibilities. Example roles could include board members and senior management team.

## Unit content

The learner will:

### 1. Understand the importance of safeguarding and protection policies in relation to organisation requirements

The learner can:

- 1.1 Describe the strategic benefits of embedding safeguarding processes into your organisation
- 1.2 Explain the risks to the organisation of not embedding safeguarding practice into policy and procedure
- 1.3 Describe how to develop risk management systems and how this is informed by best practice
- 1.4 Explain how to access information on latest best practice to keep children safe and respond to concerns

The learner will:

### 2. Understanding the organisation's vision in relation to safeguarding and protection

The learner can:

- 2.1 Describe how to plan a vision in relation to safeguarding and protecting of children and young people for your organisation

2.2 Explain how to apply, assess and evaluate the effectiveness of safeguarding policies and procedures across your organisation

The learner will:

### 3. Understand the key legislation in relation to safeguarding and child protection and its impact on organisational policy

The learner can:

3.1 Identify the key legislation in relation to safeguarding and protecting children and young people

3.2 Explain how to communicate safeguarding strategies and messages across your organisation in an effective manner

3.3 Identify ways in which an effective safeguarding culture can be implemented

3.4 Describe the following processes in relation to safeguarding:

- a) disciplinary
- b) complaints
- c) whistleblowing.

The learner will:

### 4. Be able to contribute to, implement, review and evaluate own organisation's safeguarding policies and procedures

The learner can:

4.1 Contribute to the development of own organisation's safeguarding and protection policies and procedures

4.2 Maintain and review own organisation's safeguarding and protection policies and procedures

4.3 Evaluate the effectiveness of own organisation's policies and procedures in relation to safeguarding and protection, taking steps to make appropriate changes and apply these as necessary

4.4 Articulate the organisation's vision and processes regarding safeguarding and protecting children and young people

The learner will:

**5. Be able to demonstrate the management of risk in relation to safeguarding and protection of children and young people within own role**

The learner can:

**5.1 Demonstrate the management of risk in relation to safeguarding and the protection of children and young people**

The learner will:

**6. Be able to work with others to share best practice in safeguarding and protection of children and young people**

The learner can:

**6.1 Work collaboratively and influence other agencies to promote and share best practice on safeguarding and protecting children and young people**

<b>Assessment specification</b>	Knowledge questions (category 3)
	Work product AND Professional Discussion or Witness testimony or Reflective account

# Group B: Engaging Children and Young People in Sport and Physical Activity

# Principles of engaging children and young people in sport and physical activity (F/618/6197)

## Unit aim

The aim of this unit is to develop the knowledge and skills required for learners to work with a group of children and young people with different needs. This includes the following:

- Core population: children aged 5-18
- Specialist population: primary age 5-11, secondary age: 11-18.

This unit forms part of the Working with Children Population Specialism, as identified by CIMSPA and covers job roles that sit within the sport and physical activity sector as part of all industries.

## Unit content

The learner will:

### 1. Understand the rights of a child and their access to sport and physical activity

The learner can:

1.1 Outline the United Nations Convention on the Rights of the Child (UNCRC), including the right to:

- education
- play
- health
- respect for privacy and family life.

1.2. Describe the importance of the UNCRC in sport and physical activity

1.3. Describe the United Nations Educational, Scientific and Cultural Organisation (UNESCO) guidelines on access to sport and physical activity

The learner will:

## 2. Understand safe and inclusive practice when working with children and young people

The learner can:

- 2.1 Identify what is deemed a safe environment for children and young people
- 2.2 Outline the process for challenging when environments are deemed unsafe
- 2.3 Describe the professional boundaries required when working with children and young people
- 2.4 Outline the process for challenging when practice and / or activities are deemed unsafe
- 2.5 Describe the importance of providing inclusive practice
- 2.6 Identify the elements of an inclusive environment

The learner will:

## 3. Understand the development stages of children and young people

The learner can:

- 3.1 Describe whole child development and identify the relationship between them including:
  - physical
  - social
  - emotional
  - cognitive.
- 3.2 Identify a range of child development models
- 3.3 Explain the application of a child development model in sport and physical activity
- 3.4 Explain the stages of children's physical development and factors which might influence or be influenced by it
- 3.5 Explain the stages of children's social development and factors which might influence or be influenced by it
- 3.6 Explain the stages of children's emotional development and factors which might influence or be influenced by it

3.7 Explain the stages of children’s cognitive development and factors which might influence or be influenced by it

The learner will:

#### 4. Understand external factors influencing participation in sport and physical activity

The learner can:

4.1 Describe personal factors which may impact on participation

4.2 Describe educational factors which may impact on participation in:

- primary schools
- secondary schools / further education changes
- school club links
- transitions.

4.3 Explain how to identify and respond to external factors which may influence participation

The learner will:

#### 5. Understand how to engage appropriately with children, young people, families, responsible adults, carers and parents

The learner can:

5.1 Identify the range of people who might influence a child’s participation

5.2 Describe the potential wants and needs of the range of people who might influence a child’s participation

5.3 Describe an organisation’s policies and procedures to support communication with the range of people who might influence a child’s participation, including those designed to promote positive engagement and reporting inappropriate behaviour

5.4 Describe how to maintain a positive learning environment



The learner will:

## 6. Understand positive behaviour management

The learner can:

6.1 Define positive behaviour management

6.2 Describe methods to differentiate groups to support attainable individual challenges

6.3 Describe how to support children and young people to agree to take ownership of and manage a positive learning environment

The learner will:

## 7. Understand health and wellbeing of children and young people

The learner can:

7.1 Explain the Chief Medical Officers' (CMO) Physical Activity Guidelines for Children and Young People (5-18 years)

7.2 Describe the nutritional requirements for children and young people at different stages of their physical development

7.3 Identify reasons to develop the whole child through sport and physical activity

The learner will:

## 8. Understand working with a team of children's specialists

The learner can:

8.1 Identify those who might support children's participation

8.2 Describe the role of those who might support children's participation

8.3 Identify the skills required for the different roles and their associated parameters

8.4 Summarise how to deploy the different roles effectively

The learner will:

## 9. Understand professional practice when working with children and young people

The learner can:

9.1 Identify the values necessary to work with children and young people

9.2 Describe good practice in the industry when working with children and young people

Level 2 Award in Engaging Children and Young People in Sport and Physical Activity

Level 2 Award in Engaging Children Aged 0-5 in Sport and Physical Activity

Level 2 Award in Delivering Sport and Physical Activity in the School Environment: Out of Curriculum

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**Assessment specification**

Knowledge questions

Tasks: reports/presentations

# Planning sport and physical activity for children and young people (J/618/6198)

## Unit aim

The aim of this unit is to develop the skills and knowledge a learner needs to plan sport and physical activity for apparently healthy children in the 5–18 age range. Learners will gain specific knowledge about child development and the appropriateness of different activities for different groups. They will also need to demonstrate a good understanding of children's needs, health, safety and welfare. Learners must also take account of guidelines from relevant national bodies and their own prior experience when planning and preparing sessions.

This unit forms part of the Working with Children Population Specialism, as identified by CIMSPA and covers job roles that sit within the sport and physical activity sector as part of all industries.

## Unit content

The learner will:

### 1. Understand how to collect relevant information to plan sport and physical activity for children and young people

The learner can:

1.1 Describe the process of screening as it applies to children and young people

1.2 Explain the process of informed consent as it applies to children and young people

1.3 Describe different methods of collecting information, including:

- questionnaire
- interview
- observation.

1.4 Describe how to determine which methods of collecting information are appropriate according to the individual child

The learner will:

## 2. Be able to collect relevant information to plan safe and effective sport and physical activity for children and young people

The learner can:

2.1 Collect the information needed to plan sport and physical activity sessions for children and young people

2.2 Make sure the information is accurate and up to date

2.3 Make sure there is parental/carer informed consent for the sport and physical activity sessions

2.4 Maintain confidentiality of information

The learner will:

## 3. Understand how to use information to plan sport and physical activity for children and young people

The learner can:

3.1 Give examples of how information affects the planning of sport and physical activity sessions for children and young people

3.2 Identify the reasons for temporary deferral of exercise in children and young people

3.3 Explain the reasons for referring children and young people to other professionals

3.4 Describe the process of referring children and young people to other professionals

The learner will:

## 4. Understand how to plan safe and effective sport and physical activity for children and young people

The learner can:

4.1 Identify the key stages in planning and preparing sport and physical activity for children and young people

4.2 Outline how to achieve session objectives taking into consideration collected information including:

- promote and enhance activity levels
- promote personal development

- improve skills and techniques
- provide opportunities for fun and enjoyment.

4.3 Describe how the use of music can enhance sport and physical activity sessions for children and young people

4.4 Describe how to apply the principles and variables of fitness to a range of activities to achieve health benefits and required levels of physical activity in children and young people

4.5 Identify sport and physical activities that are safe and appropriate for children of all ages

4.6 Outline the importance and application of a warm-up and cool-down when designing sport and physical activity for children and young people

The learner will:

## 5. Be able to plan safe and effective sport and physical activity for children and young people

The learner can:

5.1 Develop a plan to deliver safe and effective sport and physical activity sessions for children and young people in accordance with the UNCRC and UNESCO guidelines on access to sport and physical activity

5.2 Identify objectives that are appropriate to:

- the needs and potential of children and young people
- accepted good practice in the industry
- the learner's own level of competence
- the aims of the session.

5.3 Plan sport and physical activities that are progressive and provide opportunities for the children and young people to develop across all domains

5.4 Structure the session so that children and young people will be motivated to adhere to sport and physical activity

5.5 Plan realistic timings for sessions

5.6 Identify ground rules for behaviour that will minimise risks to children and young people

5.7 Record plans in an appropriate format

5.8 Identify other team members/assistants associated with planned sessions, where appropriate

5.9 Confirm all appropriate checks have been carried out for any team members or assistants, where appropriate

<b>Assessment specification</b>	Planning worksheet
	Progressive programme
	Session overview/Session plans
	Ground rules
	Screening documents

# Delivering sport and physical activity for children and young people (L/618/6199)

## Unit aim

The aim of this unit is to develop the knowledge and skills a learner needs to deliver sport and physical activity sessions for apparently healthy children in the 5-18 age range. The learner needs to communicate and demonstrate skills and techniques in a way that is appropriate to the children's level of understanding.

## Unit content

The learner will:

### 1. Understand the principles of delivering sport and physical activity to children and young people

The learner can:

- 1.1 Describe the components of physical fitness
- 1.2 Identify the benefits of regular participation in sport and physical activity for children and young people
- 1.3 Identify different methods of adapting sport and physical activity to the needs of children and young people
- 1.4 Describe the importance of introducing and building exercises/movements up gradually
- 1.5 Describe the principles of group behaviour management when working with children in the age range of 5-18 years
- 1.6 Explain the value of reflective practice

The learner will:

## 2. Understand the principles of motivating children and young people to adhere to sport and physical activity

The learner can:

2.1 Explain why children and young people need to take personal responsibility for their own fitness and motivation

2.2 Identify the typical barriers to sport and physical activity that children and young people experience

2.3 Describe strategies that can help children and young people overcome these barriers

2.4 Explain how children's and young people's sport and physical activity preferences can be used to strengthen motivation and adherence

The learner will:

## 3. Be able to prepare children and young people for sport and physical activity

The learner can:

3.1 Provide an inclusive and safe sport and physical activity environment for children and young people

3.2 Help children and young people feel welcome and at ease in the exercise environment

3.3 Provide sufficient and appropriate resources for the session

3.4 Follow the correct procedures for registering children's attendance

3.5 Check children's and young people's level of experience, ability and physical/medical condition

3.6 Confirm or revise plans in light of new information

3.7 Check that children and young people are appropriately dressed for sport and physical activity

3.8 Explain the purpose and value of the sport and physical activities, including the warm-up and cool-down

3.9 Explain the agreed sport and physical activities, including physical and technical demands

3.10 Provide clear information to children and young people about the ground rules for behaviour and the reasons for these



### 3.11 Advise children, young people, parents and carers of the facility's emergency procedures

The learner will:

## 4. Be able to deliver sport and physical activity to children and young people

The learner can:

4.1 Deliver safe and effective sport and physical activity sessions for children and young people in accordance with the UNCRC and UNESCO guidelines on access to sport and physical activity

4.2 Deliver inclusive and progressive activities developing children and young people across all relevant domains including:

- physical
- social
- emotional
- cognitive.

4.3 Develop and maintain an atmosphere of fun and enjoyment

4.4 Prepare children and young people for the session using safe and effective warm-ups

4.5 Give explanations and demonstrations that are technically correct and appropriate to the needs and level of experience of children and young people

4.6 Communicate with children and young people in a way that:

- is appropriate for their needs
- is fun
- motivates them to take part.

4.7 Monitor that children and young people take part in the session in a safe manner

4.8 Keep to the planned timings for the session

4.9 Use appropriate volume, pitch and voice projection according to the sport and physical activity

4.10 Adhere to appropriate procedures and professional standards throughout the session

4.11 Work as part of a team to deliver inclusive, safe and engaging activities, where appropriate.

The learner will:

## 5. Be able to support children and young people to take part in sport and physical activity

The learner can:

5.1 Present a positive image of self and organisation to children and young people

5.2 Establish an effective working relationship with children and young people

5.3 Communicate with children and young people in a way that makes them feel valued

5.4 Use motivational styles appropriate to children and young people and the sport and physical activity format

5.5 Give the children and young people attention and motivation as appropriate to their needs

5.6 Provide appropriate progressions and regressions

5.7 Use appropriate methods to correct and reinforce technique, including:

- changing positions
- asking questions
- making adaptations/offering alternatives
- using verbal communication
- using visual communication.

5.8 Build sport and physical activities gradually as appropriate for children and young people

5.9 Manage children's and young people's behaviour throughout the session

5.10 Provide guidance and feedback which is timely, clear and helps children and young people achieve the objectives

5.11 Adapt the sport and physical activities to the changing needs of children and young people during the session

The learner will:

## 6. Be able to bring a sport and physical activity session to an end

The learner can:

6.1 Allow sufficient time to end the session

6.2 End the session using cool-down activities that are safe and effective for children and young people

6.3 Provide motivational feedback on the session to children and young people

6.4 Provide children, young people, adults and carers with the opportunity to:

- think about the session
- ask questions
- provide feedback.

6.5 Offer advice/guidance regarding the importance of participation in regular physical activity

6.6 Provide signposting to children and young people facing external challenges to their participation in sport and physical activity

6.7 Follow the correct procedures for checking and dealing with any equipment used

6.8 Leave the environment in a condition acceptable for future use

The learner will:

## 7. Be able to reflect on providing sport and physical activity for children and young people

The learner can:

7.1 Review the outcomes of working with children and young people, their feedback and feedback from adults/carers

7.2 Identify:

- How well the sport and physical activities met the children's and young people's needs.
- How well the activities contributed to developing children and young people across all relevant domains: including:
  - physical

Level 2 Award in Engaging Children and Young People in Sport and Physical Activity

Level 2 Award in Engaging Children Aged 0-5 in Sport and Physical Activity

Level 2 Award in Delivering Sport and Physical Activity in the School Environment: Out of Curriculum

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- social
- emotional
- cognitive.
- How effective and motivational the relationship with the children and young people was.
- How well the delivery style matched the children’s and young people’s needs.

7.3 Identify how to improve personal practice.

<b>Assessment specification</b>	Instructing worksheet
	On course observation of practical teaching
	Observation of practical teaching
	Final observation of practical teaching

# Group C: Delivering sport and physical activity in the school environment: out of curriculum

# Principles of delivering sport and physical activity in the school environment: out of curriculum (D/618/6210)

## Unit aim

The aim of this unit is to develop the knowledge and skills required to enable learners to work with a group of children and young people with different needs in a school setting, out of curriculum.

This unit forms part of the Working in the School Environment: out of curriculum environmental specialism as identified by CIMSPA. Learners will be required to choose 1 of the 2 following options:

- 1) Working in the primary school environment ages 5-11.
- 2) Working in the secondary school and further education environment ages 11-18.

## Unit content

The learner will:

### 1. Understand schools as an organisational structure

The learner can:

- 1.1 Identify the different types of institutions in the school sector
- 1.2 Describe the different categories of provision in the school sector
- 1.3 Summarise the curriculum offer for the relevant home country
- 1.4 Explain the differences and similarities between PE curriculum based activity and extra-curricular sport and physical activity
- 1.5 Summarise the differences between school sport and sport delivered in community environments
- 1.6 Explain the different cultures and values which may be encountered in different schools
- 1.7 Describe the benefits of embedding the school ethos into activity design
- 1.8 Explain how to embed activity in the school environment

1.9 Summarise the role of relevant regulatory bodies and the impact on activities

1.10 Identify the core elements of key policies

1.11 Identify key procedures in the following areas:

- record keeping
- changing procedures
- registers
- use of technology
- rewards and recognition
- behaviour management
- staff responsibilities
- induction processes
- health and safety
- dress code/kit policies.

The learner will:

## 2. Understand the roles and responsibilities of others in the school setting

The learner can:

2.1 Describe the professional boundaries of staff in a school environment

2.2 Describe how to develop positive relationships with staff members

2.3 Explain the mentoring process of support staff

2.4 Explain the importance of the school environment's induction process

The learner will:

## 3. Know the role of the school in the wider community

The learner can:

3.1 Explain the role of a range of schools in their respective communities

3.2 Explain the health benefits of club-school links

3.3 Explain the community club-school links and physical activity promotions of a range of schools in their respective communities

The learner will:

#### 4. Understand engagement and barriers to participation in physical activity and competitive sport

The learner can:

4.1 Describe the barriers to engaging all children and young people in school sport and physical activities

4.2 Explain how to manage child, parental and staff expectations in relation to competitive sport

#### Assessment specification

Knowledge questions

Tasks, including legislation, policy and procedure guide



# Planning and delivering sport and physical activity in the school environment: out of curriculum: Key stage 1 and 2 (H/618/6208)

## Unit aim

The aim of this unit is to develop the knowledge and skills a learner needs to be able to plan and deliver sport and physical activity sessions for apparently healthy children in key stage 1 and 2 (5-11 years). The learner needs to communicate and demonstrate skills and techniques in a way that is appropriate to the children's level of understanding.

## Unit content

The learner will:

### 1. Understand the national curriculum at key stage 1 and 2

The learner can:

#### 1.1 Describe the national curriculum at key stage 1 and 2

1.2 Explain the impact of the national curriculum at key stage 1 and 2 on the development and delivery of activities out of curriculum time

The learner will:

### 2. Be able to collect relevant information to plan safe and effective sport and physical activity for children at key stage 1 and 2

The learner can:

2.1 Collect the information needed to plan sport and physical activity sessions for children

2.2 Make sure the information is accurate and up to date

2.3 Make sure there is parental/carer informed consent for the sport and physical activity sessions

2.4 Maintain confidentiality of information

The learner will:

### 3. Demonstrate planning for activities embedding the national curriculum at key stage 1 and 2

The learner can:

3.1. Plan inclusive, safe and effective sport and physical activity for children

3.2 Prepare a plan aligned to environment specific factors which may be encountered in school environments

3.3 Demonstrate the development of activities aligned to the institution and category of provision

3.4 Plan activities based on relevant school policies and procedures

3.5 Identify objectives that are appropriate to:

- the needs and potential of children
- accepted good practice in the industry
- the learner's own level of competence
- the aims of the session.

3.6 Structure the session so that children will be motivated to adhere to sport and physical activity

3.7 Plan realistic timings for sessions

3.8 Identify ground rules for behaviour that will minimise risks to children

3.9 Record plans in an appropriate format

3.10 Identify other team members/assistants associated with planned lesson, where appropriate

3.11 Confirm all appropriate checks have been carried out for any team members or assistants, where appropriate

The learner will:

#### 4. Be able to prepare children for sport and physical activity

The learner can:

- 4.1 Provide an inclusive and safe sport and physical activity environment for children
- 4.2 Help children feel welcome and at ease in the exercise environment
- 4.3 Provide sufficient and appropriate resources for the session
- 4.4 Follow the correct procedures for registering children's attendance
- 4.5 Check children's level of experience, ability and physical/medical condition
- 4.6 Confirm or revise plans in light of new information
- 4.7 Check that children are appropriately dressed for sport and physical activity
- 4.8 Explain the purpose and value of the sport and physical activities, including the warm-up and cool-down
- 4.9 Explain the agreed sport and physical activities, including physical and technical demands
- 4.10 Provide clear information to children about the ground rules for behaviour and the reasons for these
- 4.11 Advise children, parents and carers of the facility's emergency procedures

The learner will:

#### 5. Demonstrate delivery of activities embedding the national curriculum at key stage 1 and 2

The learner can:

- 5.1 Demonstrate the delivery of activities aligned to the national curriculum at key stage 1 and 2
- 5.2 Apply school requirements for extracurricular activity in their development and delivery
- 5.3 Demonstrate the delivery of safe and engaging activities with limited facilities and equipment
- 5.4 Demonstrate an appreciation of a range of schools' culture, ethos and values
- 5.5 Apply normal operating procedures and emergency action plans

5.6 Demonstrate delivery which meets relevant national guidelines whilst also meeting the needs of the child including:

- Ofsted
- National Governing Body.

5.7 Deliver activities based on relevant school policies and procedures

5.8 Demonstrate a range of activities which promote personal challenges

5.9 Demonstrate appropriate procedures and communication around inclusive selection policies including the development of the whole child

The learner will:

## 6. Be able to deliver sport and physical activity to children

The learner can:

6.1 Develop and maintain an atmosphere of fun and enjoyment

6.2 Prepare children for the session using safe and effective warm-ups

6.3 Give explanations and demonstrations that are technically correct and appropriate to the needs and level of experience of the children

6.4 Communicate with children in a way that:

- is appropriate to their needs
- is fun
- motivates them to take part
- makes them feel valued.

6.5 Monitor that children take part in the session in a safe manner

6.6 Keep to the planned timings for the session

6.7 Use appropriate volume, pitch and voice projection according to the sport and physical activity

6.8 Adhere to appropriate procedures and professional standards throughout the session

6.9 Work as part of a team to deliver inclusive, safe and engaging activities, where appropriate

The learner will:

## 7. Be able to support children to take part in sport and physical activity

The learner can:

7.1 Present a positive image of self and organisation to children

7.2 Establish an effective working relationship with children

7.3 Use motivational styles appropriate to the children and the sport and physical activity format

7.4 Give the children attention and motivation as appropriate to their needs

7.5 Provide appropriate progressions and regressions

7.6 Use appropriate methods to correct and reinforce technique, including:

- changing positions
- asking questions
- making adaptations/offering alternatives
- using verbal communications
- using visual communications.

7.7 Build sport and physical activities gradually as appropriate for children

7.8 Manage children's and young people's behaviour throughout the session

7.9 Provide guidance and feedback which is timely, clear and helps children achieve the objectives

7.10 Adapt the sport and physical activities to the changing needs of children during the session

The learner will:

## 8. Be able to bring a sport and physical activity session to an end

The learner can:

8.1 Allow sufficient time to end the session

8.2 End the session using cool-down activities that are safe and effective for children

8.3 Provide motivational feedback on the session to children

8.4 Provide children, adults, carers with the opportunity to:

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- think about the session
- ask questions
- provide feedback.

8.5 Offer advice/guidance regarding the importance of participation in regular physical activity

8.6 Provide signposting to children facing external challenges to their participation in sport and physical activity

8.7 Follow the correct procedures for checking and dealing with any equipment used

8.8 Leave the environment in a condition acceptable for future use

The learner will:

## 9. Demonstrate positive relationships with relevant members of the school community

The learner can:

9.1 Demonstrate positive and constructive relationships with others in the school environment

9.2 Demonstrate appropriate and collaborative working with school staff to offer guidance on children's progress

9.3 Demonstrate signposting for children and staff to local sport and physical activity opportunities

9.4 Show the importance of community links to the development of a child's health and ongoing participation in sport and physical activity

The learner will:

## 10. Demonstrate evaluation of activities embedding the national curriculum at key stage 1 and 2

The learner can:

10.1 Review the outcomes of working with children their feedback and feedback from teachers/ support workers /adults/carers

10.2 Identify:

- How well the sport and physical activities met the children's needs.
- How effective and motivational the relationship with the children was.

- How well the delivery style matched the children’s needs

### 10.3 Identify how to improve personal practice

<b>Assessment specification</b>	National Curriculum Report
	Progressive plan
	Session overview /Session plans
	Screening documents
	On course practical observations
	Final observation of practical teaching

# Planning and delivering sport and physical activity in the school environment: Out of curriculum. Key stage 3 and 4 (K/618/6209)

## Unit aim

The aim of this unit is to develop the knowledge and skills a learner needs to be able to plan and deliver sport and physical activity sessions for apparently healthy children and young people in key stage 3 and 4 (11 – 18 years). The learner needs to communicate and demonstrate skills and techniques in a way that is appropriate to the young people's level of understanding.

## Unit content

The learner will:

### 1. Understand the national curriculum at key stage 3 and 4

The learner can:

1.1 Describe the national curriculum at key stage 3 and 4

1.2 Explain the impact of the national curriculum at key stage 3 and 4 on the development and delivery of activities out of curriculum time

The learner will:

### 2. Be able to collect relevant information to plan safe and effective sport and physical activity for children and young people at key stage 3 and 4

The learner can:

2.1 Collect the information needed to plan sport and physical activity sessions for children and young people

2.2 Make sure the information is accurate and up to date

2.3 Make sure there is parental/carer informed consent for the sport and physical activity sessions

2.4 Maintain confidentiality of information



The learner will:

### 3. Demonstrate planning for activities embedding the national curriculum at key stage 3 and 4

The learner can:

3.1. Plan inclusive, safe and effective sport and physical activity for children and young people

3.2 Prepare a plan aligned to environment specific factors which may be encountered in school environments

3.3 Demonstrate the development of activities aligned to the institution and category of provision

3.4 Plan activities based on relevant school policies and procedures

3.5 Identify objectives that are appropriate to:

- the needs and potential of children and young people
- accepted good practice in the industry
- the learner's own level of competence
- the aims of the session.

3.6 Structure the session so that children and young people will be motivated to adhere to sport and physical activity

3.7 Plan realistic timings for sessions

3.8 Identify ground rules for behaviour that will minimise risks to children and young people

3.9 Record plans in an appropriate format

3.10 Identify other team members/assistants associated with planned lesson, where appropriate

3.11 Confirm all appropriate checks have been carried out for any team members or assistants, where appropriate

The learner will:

#### 4. Be able to prepare children and young people for sport and physical activity

The learner can:

- 4.1 Provide an inclusive and safe sport and physical activity environment for children and young people
- 4.2 Help children and young people feel welcome and at ease in the exercise environment
- 4.3 Provide sufficient and appropriate resources for the session
- 4.4 Follow the correct procedures for registering children's attendance
- 4.5 Check children's and young people's level of experience, ability and physical/medical condition
- 4.6 Confirm or revise plans in light of new information
- 4.7 Check that children and young people are appropriately dressed for sport and physical activity
- 4.8 Explain the purpose and value of the sport and physical activities, including the warm-up and cool-down
- 4.9 Explain the agreed sport and physical activities, including physical and technical demands
- 4.10 Provide clear information to children about the ground rules for behaviour and the reasons for these
- 4.11 Advise children, young people, parents and carers of the facility's emergency procedures

The learner will:

#### 5. Demonstrate delivery of activities embedding the national curriculum at key stage 3 and 4

The learner can:

- 5.1 Demonstrate the delivery of activities aligned to the national curriculum at key stage 3 and 4
- 5.2 Apply school requirements for extra-curricular activity in their development and delivery
- 5.3 Demonstrate the delivery of safe and engaging activities with limited facilities and equipment

5.4 Demonstrate an appreciation of a range of schools' culture, ethos and values

5.5 Apply normal operating procedures and emergency action plans

5.6 Demonstrate delivery which meets relevant national guidelines whilst meeting the needs of the child including:

- Ofsted
- National Governing Body.

5.7 Deliver activities based on relevant school policies and procedures

5.8 Demonstrate a range of activities which promote personal challenges

5.9 Demonstrate appropriate procedures and communication around inclusive selection policies including the development of the whole child

The learner will:

## 6. Be able to deliver sport and physical activity to children and young people

The learner can:

6.1 Develop and maintain an atmosphere of fun and enjoyment

6.2 Prepare children and young people for the session using safe and effective warm-ups

6.3 Give explanations and demonstrations that are technically correct and appropriate to the needs and level of experience of children and young people

6.4 Communicate with children and young people in a way that:

- is appropriate to their needs
- is fun
- motivates them to take part
- makes them feel valued.

6.5 Monitor that children and young people take part in the session in a safe manner

6.6 Keep to the planned timings for the session

6.7 Use appropriate volume, pitch and voice projection according to the sport and physical activity

6.8 Adhere to appropriate procedures and professional standards throughout the session

6.9 Work as part of a team to deliver inclusive, safe and engaging activities, where appropriate

The learner will:

## 7. Be able to support children and young people to take part in sport and physical activity

The learner can:

7.1 Present a positive image of self and organisation to children and young people

7.2 Establish an effective working relationship with children and young people

7.3 Use motivational styles appropriate to the children and young people and the sport and physical activity format

7.4 Give the children and young people attention and motivation as appropriate to their needs

7.5 Provide appropriate progressions and regressions

7.6 Use appropriate methods to correct and reinforce technique, including:

- changing positions
- asking questions
- making adaptations/offering alternatives
- using verbal communications
- using visual communications.

7.7 Build sport and physical activities gradually as appropriate for children and young people

7.8 Manage children's and young people's behaviour throughout the session

7.9 Provide guidance and feedback which is timely, clear and helps children and young people achieve the objectives

7.10 Adapt the sport and physical activities to the changing needs of children and young people during the session

The learner will:

## 8. Be able to bring a sport and physical activity session to an end

The learner can:

8.1 Allow sufficient time to end the session

8.2 End the session using cool-down activities that are safe and effective for children and young people

8.3 Provide motivational feedback on the session to children and young people

8.4 Provide children, young people, adults, carers with the opportunity to:

- think about the session
- ask questions
- provide feedback.

8.5 Offer advice/guidance regarding the importance of participation in regular physical activity

8.6 Provide signposting to children and young people facing external challenges to their participation in sport and physical activity

8.7 Follow the correct procedures for checking and dealing with any equipment used

8.8 Leave the environment in a condition acceptable for future use

The learner will:

## 9. Demonstrate positive relationships with relevant members of the school community

The learner can:

9.1 Demonstrate positive and constructive relationships with others in the school environment

9.2 Demonstrate appropriate and collaborative working with school staff to offer guidance on children's progress

9.3 Demonstrate signposting for children and staff to local sport and physical activity opportunities

9.4 Show the importance of community links to the development of a child's health and ongoing participation in sport and physical activity

Level 2 Award in Engaging Children and Young People in Sport and Physical Activity

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The learner will:

## 10. Demonstrate evaluation of activities embedding the national curriculum at key stage 3 and 4

The learner can:

10.1 Review the outcomes of working with children and young people, their feedback and feedback from teachers/support workers/adults/carers

10.2 Identify:

- How well the sport and physical activities met the children's and young people's needs.
- How effective and motivational the relationship with the children and young people was.
- How well the delivery style matched the children's and young people's needs.

10.3 Identify how to improve personal practice

<b>Assessment specification</b>	National Curriculum Report
	Progressive plan
	Session overview/session plans
	Screening documents
	Observation of practical teaching
	Final observation of practical teaching

# Group D: Engaging Children Aged 0-5 in Sport and Physical Activity

# Principles of engaging children aged 0-5 in sport and physical activity (H/618/6211)

## Unit aim

The aim of this unit is to develop the knowledge and skills required for learners to engage children aged 0-5 in sport and physical activity sessions.

This unit forms part of the 'Working with Children 0-5 years Population Specialism', as identified by CIMSPA, and covers job roles that sit within the sport and physical activity sector as part of all industries.

## Unit content

The learner will:

### 1. Understand the principles of holistic development for children aged 0-5 years

The learner can:

1.1 Describe the pattern of holistic development of children from birth to 5 years, taking consideration of the many developmental milestones in the first 18 months, including:

- physical development
- social development
- emotional development
- cognitive development.

1.2 Describe the importance of the developmental milestones in the first 18 months

1.3 Describe how you might adapt teaching activities to meet the different stages of a child's development

1.4 Identify physical activities that are suitable for each of the following age groups:

- babies from birth to 18 months
- toddlers from 18 months-3 years
- pre-school children from 3-5 years.

1.5 Describe the benefits of physical activity to a child's holistic development



The learner will:

## 2. Understand how to support children with additional needs in the context of sport and physical activity provision

The learner can:

2.1 Describe the additional support you may need to offer children with a range of extra needs, to include:

- children with special educational needs and disability (SEND)
- disadvantaged children
- children with specific health conditions.

The learner will:

## 3. Understanding the role of sport and physical activity in child development

The learner can:

3.1 Describe how physical development is influenced by sport and physical activity and play in children aged 0-5

3.2 Explain the importance of play for baby and pre-school development

3.3 Explain the different types of play which can be incorporated into a sport and physical activity session

The learner will:

## 4. Understand the importance of monitoring physical development

The learner can:

4.1 Describe how to monitor physical development using different methods

4.2 Describe factors impacting physical development in children aged 0-5

4.3 Explain the importance of monitoring physical development for children aged 0-5

The learner will:

## 5. Know the fundamentals of physical literacy

The learner can:

5.1 Describe the term physical literacy and identify the fundamentals

5.2 Describe the difference between physical literacy and fundamental movement skills

The learner will:

## 6. Understand how to keep children safe in activity sessions

The learner can:

6.1 Describe key legislation relating to safe practice when working with children aged 0-5

6.2 Describe the importance of risk assessments

6.3 Describe the importance of undertaking safety checks before delivering a session

6.4 Identify the role of statutory agencies for safeguarding children, including:

- social services
- NSPCC
- Police.

6.5 Describe how to respond to injury, illness and emergency situations in a sport and physical activity session specifically for children aged 0-5

6.6 Describe the procedure for reporting incidents and accidents to relevant colleagues, parents, teachers or care givers within your own setting

6.7 Describe the different welfare needs of a child aged 0-5 and contrast this to the needs of older children and adults

The learner will:

## 7. Understand how to communicate effectively with babies and young children

The learner can:

7.1 Identify methods of non-verbal communication

7.2 Describe listening as a two-way process

7.3 Explain the importance of choosing the most appropriate method of communication within 0-5 sport and physical activity sessions

7.4 Explain the importance of positive interactions and the effects of negative interactions

7.5 Identify strategies to develop positive interactions

7.6 Explain how interaction can impact upon children's (0-5 years) responsiveness in the physical activity environment, considering both positive and negative interaction

The learner will:

## 8. Understand the role of the accompanying adult in the physical activity environment

The learner can:

8.1 Explain the role of the accompanying adult

8.2 Describe factors which can affect the role of the accompanying adult

8.3 Describe common adult cues

8.4 Explain how you, as the activity leader, can engage positively and build effective relationships with the accompanying adult

The learner will:

## 9. Know how to promote the health and wellbeing of babies and young children

The learner can:

9.1 Describe the benefits of nutrition and active lifestyles for children aged 0-5

9.2 Explain the characteristics of wellbeing for each of the following:

- emotional wellbeing
- social wellbeing
- cognitive wellbeing
- physical wellbeing.

9.3 Explain the important role that parents and other caregivers play in contributing to the health and wellbeing of their child

9.4 Summarise the Chief Medical Officers' (CMO) Physical Activity Guidelines for early years (under 5s and under 5s capable of walking)

9.5 Outline the general nutrition and hydration guidance for children aged 0-5 when taking part in sport and physical activity

### Assessment specification

Tasks including; development timeline, activity plans, scenarios, presentation and report/project

Knowledge questions

# Planning sport and physical activity for children aged 0-5 (K/618/6212)

## Unit aim

The aim of this unit is to develop the knowledge and skills a learner needs to plan sport and physical activity sessions for children in the 0-5 age range. The learner needs to communicate and demonstrate skills and techniques in a way that is appropriate to the children's level of understanding.

## Unit content

The learner will:

### 1. Understand how to collect relevant information to plan sport and physical activity for children aged 0-5

The learner can:

1.1 Describe the process of screening as it applies to children aged 0-5

1.2 Explain the process of informed consent as it applies to children aged 0-5

1.3 Describe different methods to collect information:

- questionnaire
- interview
- observation.

1.4 Describe how to determine which methods of collecting information are appropriate according to the individual child

The learner will:

### 2. Be able to collect relevant information to plan safe and effective sport and physical activity for children aged 0-5

The learner can:

2.1 Collect the information needed to plan sport and physical activity sessions for children aged 0-5

2.2 Make sure the information is accurate and up to date

2.3 Make sure there is parental/carer informed consent for the sport and physical activity sessions

2.4 Maintain confidentiality of information

The learner will:

### 3. Understand how to use information to plan health related sport and physical activity for children aged 0-5

The learner can:

3.1 Give examples of how information affects the planning of sport and physical activity sessions for children aged 0-5

3.2 Identify the reasons for temporary deferral of exercise in children aged 0-5

3.3 Explain the reasons for referring children aged 0-5 to other professionals

3.4 Describe the process of referring children aged 0-5 to other professionals

The learner will:

### 4. Understand how to plan safe and effective sport and physical activity for children aged 0-5

The learner can:

4.1 Explain the key stages in planning and preparing sport and physical activity sessions (indoor and outdoor) for children aged 0-5

4.2 Explain the importance of contingency plans

4.3 Describe the use and benefit of outside space as an alternative and/or viable learning environment

4.4 Describe how to ensure activities are creative, fun and engaging and pitched at the appropriate level

4.5 Outline how to identify objectives for sessions based on collected information and ensure they:

- promote and enhance activity levels
- promote personal development
- improve skills and techniques
- provide opportunities for fun and enjoyment.

4.6 Describe the importance of goal setting and regular attendance of sport and physical activity sessions for the development of children aged 0-5

4.7 Describe how the use of music can enhance sport and physical activity sessions for children aged 0-5

4.8 Identify sport and physical activities that are inclusive, safe and appropriate for children aged 0-5 including:

- indoor sessions
- outdoor sessions.

4.9 Outline the importance and application of warm-up and cool-down when designing sport and physical activity for children aged 0-5

The learner will:

## 5. Be able to plan inclusive, safe and effective sport and physical activity for children aged 0-5

The learner can:

5.1 Develop a plan to deliver safe and effective sport and physical activity sessions for children aged 0-5

5.2 Identify objectives that are appropriate to:

- the needs and potential of children
- allows development across relevant domains (physical, social, emotional, cognitive)
- accepted good practice in the industry
- the learner's own level of competence
- the aims of the session
- provide opportunities for fun and enjoyment.

5.3 Plan sport and physical activities that are inclusive, progressive and will help children aged 0-5 to achieve the planned objectives

5.4 Structure the session so that children will be motivated to adhere to sport and physical activity

5.5 Plan realistic timings for sessions

5.6 Identify ground rules for behaviour that will minimise risks to children, as appropriate

5.7 Record plans in an appropriate format

5.8 Identify other team members/assistants associated with planned lesson, where appropriate

5.9 Confirm all appropriate checks have been carried out for any team members or assistants, where appropriate

<b>Assessment specification</b>	Worksheet
	Progressive programme
	Session plans/session overview

# Delivering sport and physical activity for children aged 0 – 5 (M/618/6213)

## Unit aim

The aim of this unit is to develop the knowledge and skills a learner needs to deliver sport and physical activity sessions for apparently healthy children in the age range of 0-5 years. The learner needs to communicate and demonstrate skills and techniques in a way that is appropriate to the children's level of understanding.

## Unit content

The learner will:

### 1. Understand the principles of delivering sport and physical activity to children aged 0-5

The learner can:

1.1 Describe how to deliver safe and effective sport and physical activity sessions to children aged 0-5

1.2 Identify different methods of adapting sport and physical activity to the needs of children aged 0-5

1.3 Describe the principles of group behaviour management when working with children in the age range of 0 -5 years

1.4 Describe how to evaluate safe and effective sport and physical activity sessions that will inform future sessions

1.5 Explain the value of reflective practice

The learner will:

### 2. Be able to prepare children and accompanying adult for sport and physical activity

The learner can:

2.1 Help children and accompanying adult feel welcome and at ease in the exercise environment

2.2 Provide sufficient and appropriate resources for the session

2.3 Follow the correct procedures for registering children's attendance



- 2.4 Check children's level of experience, ability and physical/medical condition
- 2.5 Confirm or revise plans in light of new information
- 2.6 Check that children are appropriately dressed for sport and physical activity
- 2.7 Explain the purpose and value of the sport and physical activities, including the warm-up and cool-down as appropriate
- 2.8 Explain the agreed sport and physical activities, including physical and technical demands
- 2.9 Provide clear information to children about the ground rules for behaviour and the reasons for these
- 2.10 Advise children, parents and carers of the facility's emergency procedures

The learner will:

### 3. Be able to deliver sport and physical activity to children aged 0-5

The learner can:

- 3.1 Demonstrate how to carry out safety checks prior to commencing a session referring to risk assessment
- 3.2 Deliver safe and effective sport and physical activity sessions for children aged 0-5
- 3.3 Deliver inclusive and progressive activities developing children across all relevant domains, including:
  - physical
  - social
  - emotional
  - cognitive.
- 3.4 Demonstrate positive communication during a sport and physical activity session including verbal and non-verbal methods
- 3.5 Demonstrate listening during a sport and physical activity session
- 3.6 Develop and maintain an atmosphere of fun and enjoyment
- 3.7 Give explanations and demonstrations that are technically correct and appropriate to the needs and level of experience of the children and accompanying adult
- 3.8 Communicate with children in a way that:
  - is appropriate to their needs

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- is fun
- motivates them to take part.

3.9 Demonstrate safe and effective session management

3.10 Keep to the planned timings for the session

3.11 Use appropriate volume, pitch and voice projection according to the sport and physical activity

3.12 Record, report and share any accidents, incidents and/or emergencies to the appropriate individual when appropriate

The learner will:

#### 4. Be able to support children aged 0-5 to take part in sport and physical activity

The learner can:

4.1 Present a positive image of self and organisation to children and accompanying adult

4.2 Communicate with children in a way that makes them feel valued

4.3 Demonstrate encouraging positive interactions between the accompanying adult and the child

4.4 Use appropriate methods to correct and reinforce technique, including:

- changing positions
- asking questions
- making adaptations/offering alternatives
- using verbal communications
- using visual communications.

4.5 Provide guidance and feedback which is timely, clear and helps children achieve the objectives

4.6 Ensure children are appropriately nourished and hydrated during sport and physical activity sessions

The learner will:

## 5. Be able to bring a sport and physical activity session to an end

The learner can:

5.1 Allow sufficient time to end the session

5.2 End the session using cool-down activities that are safe and effective for children aged 0-5 years

5.3 Provide motivational feedback on the session to children and accompanying adult

5.4 Provide children and accompanying adult with the opportunity to:

- think about the session
- ask questions
- provide feedback.

5.5 Offer advice and guidance regarding the importance of regular participation in regular physical activity

5.6 Follow the correct procedures for checking and dealing with any equipment used

5.7 Leave the environment in a condition acceptable for future use

The learner will:

## 6. Be able to reflect on providing sport and physical activity for children aged 0-5 years

The learner can:

6.1 Review the outcomes of working with children, their feedback and feedback from adults/carers

6.2 Identify:

- How well the exercises/physical activities met the children's needs.
- How well the activities contributed to developing children across all relevant domains: physical, social, emotional, cognitive.
- How effective and motivational the relationship with the children was.

6.3 Identify how to improve personal practice

<b>Assessment specification</b>	Worksheet questions
	Observation of practical teaching
	Final practical observation





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