

YMCA Level 3 Award in Sport  
(603/1460/6)

YMCA Level 3 Certificate in Sport  
(603/1461/8)

YMCA Level 3 Diploma in Sport  
(603/1462/X)

## Qualification Specification



YMCA Awards

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# YMCA Level 3 Award, Certificate & Diploma in Sport

## Qualification Specification

Qualification number: Award (603/1460/6)

Certificate (603/1461/8)

Diploma (603/1462/X)

Operational start date: 01 September 2017

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# Introduction

## About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether 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:

- Customer service in sport and active leisure
- Health, safety and risk management in sport and active leisure
- Sector knowledge
- Safeguarding
- Sports facility operations
- Injuries in sport
- Physical preparation for sports performance
- Lifestyle management for sports performers
- Anatomy and physiology for exercise
- Working with participants with disabilities in sport and active leisure
- Sport – including the technical and tactical requirements



- Event management
- Understanding employment rights and responsibilities
- Communication and public relations
- Funding and sponsorship

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

## Target group and age range

This qualification is aimed at learners who are 16 and over.

## Qualification structure

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

To achieve the YMCA Level 3 Certificate in Sport, learners must achieve 12 credits from the 4 mandatory units and a minimum of 15 credits from the optional units, making a total of 27 credits.

To achieve the YMCA Level 3 Diploma in Sport, learners must achieve 12 credits from the 4 mandatory units and a minimum of 26 credits from the optional units, making a total of 38 credits.

Unit reference number	Unit title	Level	Credit	Mandatory/Optional
T/615/7408	Health, safety and risk management in sport and active leisure*	3	5	Mandatory
T/615/7411	Customer service in sport and active leisure industry*	3	3	Mandatory
F/600/1758	Understanding the active leisure and learning sector*	3	3	Mandatory
D/601/8230	Safeguarding and protecting children and young people in sport and active leisure	2	1	Mandatory
K/615/6885	Working with participants with disabilities in sport and active leisure	2	7	Optional
J/600/0840	Understanding employment rights and responsibilities	2	2	Optional
J/615/7445	Operational management of sport and leisure facilities	3	6	Optional
L/615/7446	Physical preparation for sports performance	3	5	Optional
R/615/7447	Injuries in sport	3	5	Optional
A/615/7409	Factors affecting participation in sport and physical activity	3	4	Optional
Y/615/7448	Sport as a business	3	4	Optional
D/615/7449	Lifestyle management for sports performers	3	4	Optional
R/615/7450	Technical and tactical requirements for sports performance	3	4	Optional
R/615/7433	Communication and public relations for sports performers	3	4	Optional
A/600/9051	Anatomy and physiology for exercise and health	3	6	Optional

M/615/7441	Event management in sport and active leisure	4	3	Optional
T/615/7442	Funding and sponsorship in sport	4	3	Optional

The Total Qualification Time (TQT) for the Award is 110. The Guided Learning Hours (GLH) assigned are 90.

The Total Qualification Time (TQT) for the Certificate is 270. The Guided Learning Hours (GLH) assigned are 215.

The Total Qualification Time (TQT) for the Diploma is 380. The Guided Learning Hours (GLH) assigned are 311.

## 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:

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

## Mapping to standards

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

- C22 - Promote safety in the sport and activity environment
- C36 - Support the protection of children from abuse
- C27 - Ensure the health, safety, welfare and security of customers and staff
- C33 - Work with others to improve customer service
- A324 - Develop productive working relationships with colleagues
- D24 - Enable people with disabilities to take part in activities
- D442 - Adapt a physical activity programme to the needs of disabled clients
- A21- Support the efficient use of resources
- A319 - Recruit, select and keep colleagues
- A320 - Allocate and monitor the progress and quality of work in your area of responsibility
- A324 - Develop productive working relationships with colleagues
- ES1 - Plan, apply and evaluate your technical skills to achieve excellence in your sport
- ES3 - Plan, apply and evaluate your physical capability to achieve excellence in your sport
- D511 - Assist athletes to prevent and manage injury
- ES6 - Manage your sporting career

Those for Instructing Exercise and Fitness 2009 NOS

- A12 - Contribute to change through implementing and reviewing strategy and policy
- A44 - Manage a project
- A211 - Apply for external funding for sport and physical activity
- D31 - Contribute to participants' personal and social development
- D61 - Facilitate community-based sport and physical activity
- D210 - Promote equality and diversity in sport and physical activity
- D420 - Establish and maintain an environment that will assist participation progression
- B230 - Sell products and services in face-to-face settings
- ES7 - Communicate and work effectively with other people whilst seeking to achieve excellence in your sport
- A323 - Manage your own resources and professional development
- ES5 - Plan and manage your lifestyle to achieve excellence in your sport
- 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
- A212 - Manage physical resources for sport and active leisure
- A13 - Influence, develop and review strategy for sport and active leisure
- A28 - Obtain additional finance for the organisation

## Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website: [www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre](http://www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre).

## Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: [www.ymcaawards.co.uk/approvals](http://www.ymcaawards.co.uk/approvals).

## Tutor, assessor and IQA requirements

Staff carrying out the delivery, assessment and internal quality assurance of these qualifications must be able to demonstrate that they meet the requirements listed below.

Centres are expected to support their staff in ensuring that their knowledge remains current for the occupational area and that staff maintain best practice in delivery, mentoring, training, assessment and verification, taking account of any national or legislative developments.

### Tutors

Tutors must:

- be technically competent in the areas for which they are delivering training. This competence must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be delivering
- be occupationally knowledgeable in the areas of Sport and Active Leisure for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Tutors should ideally hold, or be working towards, one of the following qualifications:

- Level 3 Award, Level 4 Certificate or Level 5 Diploma in Education and Training
- Bachelor of Education (BEd)
- Certificate in Education (Cert Ed)
- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- City & Guilds Further and Adult Education Teaching Certificate
- Postgraduate Certificate in Education (PGCE)
- SVQ Learning and Development [units should relate to provision of learning and development]

If none of the above are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which tutors may achieve a recognised teaching qualification.

### Assessors

Assessors must:

- be technically competent in the areas for which they are assessing. This competence must be at least to the same level as the assessment
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the areas of Sport and Active Leisure for which they are carrying out assessment. This knowledge must be at least to the same level as the assessment
- have credible experience of providing training and assessment.

Assessors should ideally hold, or be working towards, one of the following qualifications:

- Level 3 Certificate in Assessing Vocational Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Assessor unit A1 Assess Candidates Using a Range of Methods
- D32/33 Assess Candidate Performance Using Differing Sources of Evidence

Note: holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards for Learning and Development which can be found on the NOS Database:

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

If none of the above are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which assessors may achieve a recognised assessor qualification.

The assessor may be the tutor. However, the assessor cannot be the internal verifier.

### **Internal verifiers**

Internal verifiers must:

- be technically competent in the areas for which they are carrying out internal verification. This competence must be at least to the same level as the qualification
- be occupationally knowledgeable in the areas of Sport and Active Leisure for which they are carrying out internal verification. This knowledge must be at least to the same level as the qualification
- have credible experience of internal quality assurance.

Internal verifiers should ideally hold, or be working towards, one of the following qualifications:

- Level 4 Award in Internal Quality Assurance
- Level 4 Certificate in Leading Internal Quality Assurance
- SVQ Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

Note: holders of V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development which can be found on the NOS Database:

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

If none of the above are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which internal verifiers may achieve a recognised internal quality assurance qualification.

It is also recommended that internal verifiers hold a recognised assessing qualification.

## Registration

All learners must be registered within the first 10% of the duration of their course (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 Regulation (Council for Curriculum, Examinations and Assessment)
- Wales and regulated by QW (Qualifications Wales).

## Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards have 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 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. The qualification and units are graded pass/fail.

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

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

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

Knowledge-based learning outcomes (e.g., know or understand) can be assessed in a number of different ways such as worksheets, projects 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 units on anatomy and physiology, and employment rights and responsibilities 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 (LAR) is available for this qualification. There is separate LARs for the Award, and the Certificate/Diploma. To access, please make sure you are logged in to the centre home on the website and follow this link: [www.ymcaawards.co.uk/download-resources/lars](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 ensure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- Evidence index
- Assessor observation – completed observational checklists and related action plans
- Witness testimony
- Candidate's proof of work
- Worksheets
- Assignments/projects/reports/presentations
- Record of professional discussion
- Record of oral and written questioning
- Candidate and peer reports
- Recognition of Prior Learning (RPL)
- Summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessments methods see the suggested example in the 'Qualification content' section of this specification.

## External assessment

The anatomy and physiology unit 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.info@ymca.co.uk](mailto:awards.info@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, range and recommended assessment methods



# Health, safety and risk management in sport and active leisure (T/615/7408)

## Unit aim

This unit provides learners with the knowledge to manage the risk assessment process and to understand the importance of appropriate practices and procedures.

Learners must have access to a sport and leisure environment in which to manage a recording system for health, safety and risk management.

## Unit content

The learner will:

### 1. Understand the health and safety requirements of employers and employees in sport and active leisure

The learner can:

- 1.1 Explain responsibilities of employers under health and safety legislation
- 1.2 Explain responsibilities of employees under health and safety legislation
- 1.3 Identify sources of support in meeting health and safety requirements
- 1.4 Explain the importance of health, safety and welfare in the workplace

The learner will:

### 2. Understand how health and safety legislation applies in the workplace

The learner can:

- 2.1 Describe the principles of correct manual handling
- 2.2 Explain the process for dealing with hazardous substances
- 2.3 Explain the responsibilities of supervisors in relation to health and safety
- 2.4 Explain how organisations ensure compliance with legislation

The learner will:

### 3. Be able to conduct a risk assessment in a sport and leisure environment

The learner can:

- 3.1 Carry out a risk assessment in sport and active leisure
- 3.2 Allocate priorities according to risk
- 3.3 Identify control measures
- 3.4 Evaluate control measures

The learner will:

#### 4. Be able to manage health and safety checks in sport and active leisure

The learner can:

- 4.1 Develop safety checklists for use in sport and active leisure
- 4.2 Complete safety checks in sport and active leisure
- 4.3 Make recommendations for follow up action
- 4.4 Describe how to conduct safety checks
- 4.5 Describe how to conduct safety checks
- 4.6 Explain the importance of follow up action
- 4.7 Explain the importance of maintaining a recording system for health, safety and risk management

Assessment specification
Presentation
Risk assessment
Safety checklist
Short answer questions

#### Range

#### Legislation

Health and Safety at work act, MOSAWR, Manual Handling Regulations, COSHH Regulations, PPE Regulations, duty of care (negligence)

#### Sources

Normal Operating Procedures (NOPs), Emergency Action Plans (EAPs), risk assessments, COSHH sheets (material safety data sheets), suppliers/manufacturers information, Health and Safety Executive, industry guidelines, fire safety officers

#### Importance

Employers/employees, customers

#### Principles

Assessment (task, individual, load, environment), use of mechanical aids, correct lifting technique, appropriate training/updating, supervision, following supplier and manufacturers guidelines, codes of practice

#### Process

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

#### Responsibilities

Employee training, PPE, accident and injury reporting, self inspection

#### Priorities

Low, medium, high, traffic light, numerical rating

### **Process**

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

### **Safety checklists**

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

### **Importance**

Legal requirement, defence against claims and/or prosecution, good practice, good customer care, reputation, on going maintenance, accident prevention, staff welfare

# Customer service in the sport and active leisure industry (T/615/7411)

## Unit aim

This unit explores the principles of customer service and its role within the sport and active leisure industry.

## Unit content

The learner will:

### 1. Understand the principles and benefits of providing good customer service in sport and active leisure

The learner can:

- 1.1 Describe characteristics of good customer service
- 1.2 Describe soft skills that support good customer service
- 1.3 Describe the importance of personal presentation in the sport and active leisure industry
- 1.4 Describe benefits of customer service in the sport and active leisure industry
- 1.5 Identify internal and external customers in the sport and active leisure industry

The learner will:

### 2. Be able to provide good customer service in sport and active leisure

The learner can:

- 2.1 Respond to customer requests
- 2.2 Tailor customer service to different types of customers
- 2.3 Manage customer complaints appropriately
- 2.4 Describe the role of the individual when delivering customer service
- 2.5 Describe how to identify customer needs and expectations
- 2.6 Explain the importance of anticipating and responding to varying customers' needs and expectations
- 2.7 Identify specific characteristics to use when communicating in different situations with customers
- 2.8 Identify complaint handling procedures
- 2.9 Describe the importance of dealing with complaints in a positive manner

## Assessment specification

Practical observation  
Produce a manual

## Range

### Characteristics

Deliver on promises, keeping the customer updated, exceeding expectations, listen to customers and participants, respond to complaints, be helpful at all times, well trained staff, going the extra mile, tailor services to the individual, knowing and understanding customer requirements, flexibility, leadership, task orientation, pro-activeness, strong work ethic and the genuine desire to progress the company mission.

### Soft Skills

Eye contact, friendliness, body language, tone, communication

### Benefits

Loyal customers, brand loyalty, strong customer base, happy staff, builds internal and external relationships, develops new business, good will

### Internal customers

Colleagues, team mates, managers

### External customers

Participants, parents of participants, suppliers, members, visitors

### Customers

Internal, external

### Role

Ambassador for the organisation, build trust with the customers and clients, positive experience at work, role model, builds relationships,

### How to identify

Survey, questionnaire, good relationship with customer, discussion, experience

### Characteristics

Tone, language, communication style (verbal, physical, demonstration)

### Procedures

Clear process, complaints treated equally, structure to use for responding to complaints

# Understanding the active leisure and learning sector (F/600/1758)

## 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. Understand the key features of the Active Leisure and Learning sector

The learner can:

- 1.1 Describe the Active Leisure and Learning sector's scope and size
- 1.2 Explain the contribution that Active Leisure and Learning makes to the economy and society
- 1.3 Explain the role of the Sector Skills Council responsible for Active Leisure and Learning
- 1.4 Define the main subsectors within the Active Leisure and Learning sector

The learner will:

### 2. Understand 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 Analyse the size of their subsector in terms of employment and participation
- 2.3 Interpret the economic and social value of their subsector
- 2.4 Explain factors causing change in their subsector
- 2.5 Explain the essential principles, values or codes of practice in their subsector
- 2.6 Describe the roles of key organisations in their sector, including any representative and regulatory bodies, trade unions and trade associations
- 2.7 Explain the links their subsector has with other industries

The learner will:

### 3. Understand 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 Describe the main job roles within their subsector
- 3.3 Describe potential career pathways in their subsector



3.4 Identify what is required to progress in their subsector in terms of qualifications, skills and knowledge, experience and personal qualities

3.5 Explain how skills and knowledge acquired in their subsector could relate to job opportunities elsewhere

<b>Assessment specification</b>	Produce a factsheet Produce a leaflet Produce a career guide
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## Range

### Scope and size

Number of facilities, number of customers (participants, spectators), number of employees (full, part-time, seasonal and volunteers), number and range of sport and leisure opportunities

### Contribution

Social, health, financial

### Role

To represent the sub-sectors of the Active Leisure and Learning Industry, National Occupational Standards (NOS), qualifications and training, career guidance, professional development

### Sub-sectors

Sport and Recreation, Health and Fitness, Playwork, Outdoors, Caravans

Factors

Eg economy, government, media

### Roles

Education and training, setting and enforcement of industry standards, awarding, marketing promotion, sharing best practice, providing information and advice, research, inspection, consumer protection

### Key organisations

Consumer groups, professional bodies, user groups, service providers (public, private, voluntary)

### Sources of information

Awarding bodies, careers advisors, Connexions, HR/Personnel department, Internet, professional bodies, line manager, journals, trade magazines, Sector Skills Council (SkillsActive)

### Pathways

Sub-sector specific, supervisory, management

### Skills

Team-work, technical, communication, listening, interpersonal, social, organisational, leadership

### Personal qualities

Customer-focus, reliability, discipline, commitment, motivation, presentable, friendly and approachable, initiative, leadership

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

## Unit aim

This unit is designed to provide the essential knowledge and understanding for those working with children and young people in sporting environments and is aimed at coaches, recreational assistants, exercise and fitness instructors, personal trainers, sports leaders etc.

## Unit content

The learner will:

### 1. Know the foundations of safeguarding and protecting children and young people

The learner can:

- 1.1 Describe what is meant by safeguarding, protecting and promoting the welfare of children
- 1.2 Identify the principles that underpin work to safeguard and protect children and young people in sport and active leisure
- 1.3 Describe what constitutes good working practice for the safeguarding and protecting of children and young people in sport and active leisure

The learner will:

### 2. Understand how to implement key principles of safeguarding children and young people in sport and active leisure

The learner can:

- 2.1 Describe how to communicate effectively with children and young people
- 2.2 Describe how to establish rapport and respectful relationships with children, young people, their families and carers
- 2.3 Explain the importance of demonstrating fair play in sport and active leisure
- 2.4 Describe how to ensure all children and young people are treated fairly in sport and active leisure
- 2.5 Describe how to implement duty of care in the safeguarding of children and young people

The learner will:

### 3. Understand how to recognise indicators of abuse and neglect

The learner can:

- 3.1 Identify the different types of child abuse or neglect
- 3.2 Identify the indicators of child abuse or neglect
- 3.3 Explain how to be alert to potential indicators of child abuse or neglect
- 3.4 Explain how to be alert to risks which individual abusers, or potential abusers may pose to children

The learner will:

### 4. Understand how to respond to reports or suspicion of child abuse and neglect

The learner can:

- 4.1 Describe what to do when concerned that a child may be being abused or that someone may pose a risk to a child or children generally
- 4.2 Explain the importance of sharing information regarding child abuse and neglect
- 4.3 Explain the importance of maintaining confidentiality in relation to child abuse and neglect
- 4.4 Describe the procedure to respond to a report of child abuse and neglect
- 4.5 Describe what to do when experiencing barriers to reporting child abuse and neglect
- 4.6 Identify organisational policies and procedures for safeguarding and protecting children and young people in sport and active leisure

#### Assessment specification

#### Short answer questions

## Range

### Principles

- Children and young people have a right to enjoy sport, free from all forms of abuse and exploitation.
- All children and young people have equal rights to protection from harm.
- All children and young people should be encouraged to fulfil their potential and inequalities should be challenged.
- Everybody has a responsibility to support the care and protection of children.
- Sporting organisations have a duty of care to children and young people who take part in sport.

### Good working practice

- Putting the welfare of performers first
- Treating everyone fairly
- Working in an open environment
- Maintaining a safe distance from performers and refraining from intimacy (including sharing a room)

- Avoid spending time alone with children away from others – never offer a child a lift home
- Building coaching relationships based on trust
- Promoting fair play
- Being an excellent role model
- Involving parents or carers
- Giving enthusiastic feedback and avoiding negative criticism

### **Duty of care**

- Keeping up to date registers of attendance
- Keeping up to date records of contact details
- Maintaining appropriate supervision ratios
- Maintaining up to date information on specific medical conditions – allergies, asthma, epilepsy
- Ensuring that first aid provision is available at the venue
- Ensuring those responsible for supervising the children and young people have been subject to appropriate recruitment and selection processes.

### **Types**

Physical, emotional, neglect, sexual, bullying and harassment

### **Indicators**

Become withdrawn, develop low esteem and lack of confidence, develop behavioural (aggression), experience school related issues (loss of concentration, non-attendance), suffer depression, self-harm (in extreme circumstances can cause death), suffer injury, pain

### **Policies**

Any organisation providing services or activities for children and young people under the age of 18 should have a child protection policy - a statement of intent that demonstrates a commitment to safeguard children involved in sport from harm.

### **Procedures**

Procedures provide clear step-by-step guidance on what to do in different circumstances. They clarify roles and responsibilities, and lines of communication, systems for recording information and for dealing with complaints are also needed, to ensure procedures are implemented and complied with

# 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 Conduct risk assessments Plan, lead and review sport and leisure activity Short answer questions
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Range

### **Key considerations**

Environmental, physical, social, educational, medical

### **Disabilities/impairments**

Physical impairments, sensory impairments, deaf people, people with learning difficulties/disabilities, people who use mental health services, people with restricted growth conditions, Neuro Diversity

### **Recognised model of disability**

Social, cultural, medical, and any other model relevant to the participants with disabilities, history of the social model, attitudes and discrimination, difference between disability and impairment, removal of barriers, use of correct languages as chosen by participants with disability

### **Barriers**

*Real:* inaccessible information, inaccessible buildings, inaccessible transport, inflexible organisational procedures and practices, previous disabling barriers (e.g. attendance at special school), lack of training

*Perceived:* prejudice and stereotypes

## **Pathways**

Main stream activities, adapted specific sport activities

## **Main acts of parliament and practices**

Acts of parliament: Disability Discrimination Act 1995, Children Act 1989, Health and Safety at Work act 1974

Practices: English Federation of Disability Sport (EFDS), Federation of Disability Sport Wales (FDSW), Disability Sport Northern Ireland (DSNI), Scottish Disability Sports (SDS), Disability Sport Events (DSE), Paralympics GB, British Blind Sports, Mencap Sport

## **Examples of sport and leisure activities**

Archery, athletics, sitting volleyball, wheelchair sports, badminton, boccia, cricket, canoeing, goalball, fencing, curling, sledge hockey, snooker, paddleboard, swimming, tri-golf, polybat, rounders, tag rugby, zone hockey

## **Key organisations**

Commission for Human Rights, English Federation of Disability Sport (EFDS), Federation of Disability Sport Wales (FDSW), Disability Sport Northern Ireland (DSNI), Scottish Disability Sports (SDS), Disability Sport Events (DSE), Paralympics GB, British Blind Sports, Mencap Sport, Dwarf Athletics Association UK, UK Deaf Sport, CP Sport, Wheel Power, Sport England, UK Sport

## **Facilities**

Leisure centres, community centres, community youth clubs, sports clubs, schools and colleges, outward bound centres

## **Health and safety issues**

Communication methods (verbal and non-verbal), PAR-Q information, adaptation, clothing, footwear, resources, venue

## **Hazards**

Environment, type of activity/process, equipment, human factor (participants, helpers, leader/coach, customers)

## **Importance**

Legal requirement (consultation – make collective judgement and collate, risk assessor must be competent, review the risk assessment, check for control measures, supervision and training), safety of participants

## **Risk assessment**

Hazard, risk, who it affects, review existing procedures, likelihood/probability, level of risk, control, record findings, review assessment

## **Procedures for controlling the risk**

Adaptation, modification, control measures

## **Key features of EOPs/NOPs**

Key emergency procedures, evacuation time, access to exit routes, specialist equipment for evacuation, addressing individual needs, willingness to evacuate, evac chairs, ratio supervision, training

## **Types of specialist equipment**

Access ramps, access systems, grab rails and support, emergency chairs, counter shelves, signs and labels, lockers, strobes, toilet alarms, washroom compliance kits, hearing induction loops, wheelchairs, oxygen tanks

## **Considerations**

Sourcing and setting up of appropriate equipment, appropriate appearance, warm-up, cool-down, motor development drills, involvement of support staff, positioning, group management, effective communication, improvisation, timing (including recovery/rest periods), demonstrations, officiating and scoring, reinforcement and feedback, questioning and review, closing down the session, evaluation

## **Profiling**

Obtaining clients details (personal, medical, sport-specific classification)

## **Communication skills and methods**

Communicate with participants rather than the carers/supporters, voice projection, voice tone, hand gestures, body language, visual, written, verbal, pictorial, sign language as appropriate, helpers, appropriate tactile communication, empathy/tolerance

## **Resources**

Sport-specific equipment (e.g. size, colour, weight, texture), venue (e.g. goalball court), support staff, adaptive equipment where required (e.g. wheelchairs), clothing (e.g. seat pads for sitting volleyball)

## **Importance of feedback and evaluation**

Review self and the participants' needs, objectives, expected outcomes and safety considerations have been met, enhance future sessions, self-development (CPD), future considerations and adaptations required

## **Key features**

Fun, well delivered and organised inclusive experience, originality, interesting and engaging activities, maximum participation, enthusiastic session leader/coach, adapted to suit (numbers, age, gender, abilities/disabilities), application of SMART objectives, full use of appropriate sports equipment

# Understanding employment rights and responsibilities (J/600/0840)

## Unit aim

This unit covers the knowledge and understanding that employees require concerning employment law and industry-specific legislation that apply to their jobs, key documents relating to their employment and employment procedures they should follow at work.

## Unit content

The learner will:

### 1. Know their employment rights and responsibilities under the law

The learner can:

#### 1.1 Describe their rights and responsibilities in terms of:

- Contracts of employment
- Anti-discrimination legislation
- Working hours and holiday entitlements
- Sickness absence and sick pay
- Data protection
- Health and safety

#### 1.2 Outline the rights and responsibilities of the employer

#### 1.3 Describe the health and safety legal requirements relevant to their organisation

#### 1.4 Outline the implications of health and safety legal requirements for their own job role

The learner will:

### 2. Understand documents relevant to their employment

The learner can:

#### 2.1 Explain the main terms and conditions of a contract of employment

#### 2.2 Outline the contents and purpose of a job description

#### 2.3 Describe the types of information held on personnel records

#### 2.4 Describe how to update information held on personnel records

#### 2.5 Interpret the information shown on a pay slip or other statement of earnings

The learner will:

### 3. Know key employment procedures at work

The learner can:

3.1 Describe the procedures to follow if someone needs to take time off

3.2 Describe the procedures to follow if there is a grievance

3.3 Describe the procedures to follow if there is evidence of discrimination or bullying

3.4 Identify sources of information and advice on employment issues:

- Internal to their organisation
- External to their organisation

#### Assessment specification

#### Short answer questions

### Range

#### Rights and responsibilities

*Key legislation:* Employment Rights Act, Working Time Regulations, Data Protection Act, Human Rights Act, Health and Safety at Work etc Act (HASWA), Management of Health and Safety at Work Regulations (MHSWR), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Manual Handling Regulations, Health and Safety at Work (First Aid) Regulations, Personal Protective Equipment (PPE), Control of Substances Hazardous to Health (COSHH), Display Screen Equipment, Safeguarding of Vulnerable Groups Act, Children Act, discrimination legislation

*Key rights:* to be treated fairly and equally at work (pay, working hours), to be provided with a safe working environment (including safe systems of work where risks have been assessed and controlled as far as is reasonably practicable), adequate training, supervision, information and instruction, right to privacy, health and welfare

*Key responsibilities:* to treat others fairly and equally and respect the rights of others (colleagues, customers, employers), fulfil their legal duties and responsibilities, follow safe working practices, co-operate with employers, attend training, know when to seek advice and assistance

#### Rights and responsibilities of the employer

*Key legislation:* Employment Rights Act, Working Time Regulations, Data Protection Act, Human Rights Act, Health and Safety at Work etc Act (HASWA), Management of Health and Safety at Work Regulations (MHSWR), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Manual Handling Regulations, Health and Safety at Work (First Aid) Regulations, Personal Protective Equipment (PPE), Control of Substances Hazardous to Health (COSHH), Display Screen Equipment, Safeguarding of Vulnerable Groups Act, Children Act, discrimination legislation

*Key rights:* employees to fulfil their contractual and legal duties and responsibilities and act in good faith, the co-operation of employees in terms of maintaining a safe working environment, attending training, taking responsibility for the health and safety of themselves and others

*Key responsibility:* to treat all employees in the workplace fairly and equally, provide a safe working environment (including safe systems of work where risks have been assessed and controlled as far as is reasonably practicable), provide adequate training in work time, supervision, information and instruction, respect the other's rights to privacy, duty to provide for the health and welfare of all employees, to comply with legislation

### **Content**

Job title, department/section, main purpose, main tasks/duties, responsible for/responsible to, other duties and relevant information, knowledge and skills required, any special conditions

### **Purpose**

Used in recruitment and selection process, summarises what an employer expects from the job holder, enables employers to produce an accurate person specification, provides key details for potential applicants, will assist in the process of attracting suitable applicants for a vacancy

### **Information**

*Statutory records:* tax and national insurance, hours worked, holidays, pay, paid sickness, accident, injuries, diseases and dangerous occurrences

*Organisational records:* recruitment and selection, induction, training and career development (qualifications), sick pay, sick absence, discipline and grievance, termination of employment, equal opportunities

### **How to update information**

Manually (eg card index system), electronically (computerised software package, updated by authorised person, confidentially, accurately, not disclosed without consent, securely kept on record for a specified period of time)

### **Information**

Name and personal details, tax code, NI number, gross and net salary, deductions NI, income tax, pension and subscriptions (eg trade union), overtime, date wages credited to account

### **Other statement of earnings**

P60, P45

### **Sources of information and advice**

*Internal:* management, trade union representative, personnel manager, human resources department, intranet, organisational handbooks and policy documents

*External:* ACAS, Trade Union, Citizens Advice Bureau, HSE, Direct Gov and BERR (Department for Business and Enterprise & Regulatory Reform)



# Operational management of sport and leisure facilities (J/615/7445)

## Unit aim

This unit introduces learners to the responsibilities of first line management in a sport and leisure facility.

## Unit content

The learner will:

### 1. Understand the processes of human resource management in sport and leisure facilities

The learner can:

- 1.1 Describe the stages of recruitment and selection of staff
- 1.2 Explain the types of induction and ongoing training of leisure staff
- 1.3 Describe methods used to maximise the performance of staff at work
- 1.4 Explain strategies used to address poor performance of staff

The learner will:

### 2. Understand how to meet the needs of customers of sports and leisure facilities

The learner can:

- 2.1 Describe the legal duty of care to customers of sport and leisure facilities
- 2.2 Explain the consequences of failing to provide duty of care
- 2.3 Define customer care in terms of the services provided in a sport and leisure facility
- 2.4 Explain methods to assess customer satisfaction
- 2.5 Describe strategies for improving customer care

The learner will:

### 3. Understand the operational requirements of a sport and leisure facility

The learner can:

- 3.1 Describe what to take into consideration when programming activities for a sport and leisure facility
- 3.2 Identify the main resources to be managed when operating a sport and leisure facility
- 3.3 Describe the cost implications of a sport and leisure facility
- 3.4 Identify security systems available to a sport and leisure facility

The learner will:

#### 4. Understand the financial management of sport and leisure facilities

The learner can:

4.1 Describe the range of financial responsibilities of supervisory staff in sport and leisure facilities

4.2 Explain the purpose of budgets

4.3 Describe methods to minimise financial losses

##### Assessment specification

Scenario

Short answer question

#### Range

##### Stages

Job analysis, job description, person specification, job advert, shortlist, prepare for interview, interview, selection, appointment

##### Types of induction and training

Organisational induction, site induction, staff handbook, mentoring/coaching, shadowing experienced staff, training courses & qualifications (first aid, NPLQ, Pool Plant Operations, Gym Instructor, coaching & activity leadership certificates), college courses (day release), on site training, continuous professional development (logging experience, reflective practice, networking, shadowing, project work)

##### Methods

*Motivational techniques:* Recognition, praise, special responsibilities, awards, training opportunities, promotion, provide good welfare facilities, social opportunities outside work, chances to be creative, making use of 'extra' talents they have

*Performance management system.*

*Organisational/financial incentives:* bonuses, performance related pay, time off/time in lieu, extra holidays, free use of facilities, free uniform

##### Strategies

Appraisal interviews, closer supervision, support, training, counselling, referral to other services (Human Resources dept), disciplinary action, improvement action plans, suspension, dismissal

##### Duty of care

Legal requirement (both civil and criminal law), to provide a safe environment for sport, take reasonable care of them, provide competent staff and coaches, provide secure storage of their belongings, take measures to avoid exposure to hazards.

##### Consequences

Loss or damage to persons and belongings, claims for compensation/litigation, customer dissatisfaction, lost business, poor reputation, poor publicity, bad image

## **Customer care**

Meeting/exceeding the expectations of customers, meeting needs, providing good, efficient, friendly service, prompt response to enquiries, good product and customer knowledge by staff, effective procedures for monitoring customer feedback, fast remedial action where service has failed

## **Strategies**

Training staff, effective procedures (enquiries, complaints, suggestions), prompt responses to enquiries, good communication, customer friendly culture, introduce quality systems, consult with customers, carry out surveys, carry out regular safety/maintenance, audits, management 'walk throughs' of facility.

## **Consideration**

Market demand, facilities/equipment provided, adequate trained staff, expenditure costs, income projections, sports development objectives, social inclusion, organisational policy, government initiatives, other timetable commitments, hours of opening

## **Main resources**

Staffing, finances, lighting, heating, domestic water supply, on going cleaning, repairs and maintenance, waste disposal, supplies of goods and services, storage of materials and equipment, security provision, replacement of equipment

## **Cost implications**

Staffing costs, energy consumption/costs, loss of hot water (showers, pool backwashes), staff/management time, effort on costs, space/storage requirements, renewals and replacements, cleaning materials, lost income (downtime) for breakdowns/maintenance, losses due to wastage (chemical spillages/overuse), food & beverage losses, disposals, theft, re-saleable items damaged, past shelf life, monitoring maintenance contracts

## **Security systems**

Locks to stores, offices, safes, secure cash deposits/tills, CCTV, increased supervision, regular patrols/building checks, alarmed exits, infrared/UV detectors, increased lighting, turnstile control of access, swipe card access, restricted access to areas (locked gates to poolside when not in use)

## **Financial responsibilities**

Complying with organisation's financial rules & regulations, handling, reconciliation and security of cash, stock control, purchasing goods and services, budgetary control, costing/accounting for financial performance in their area of responsibility/activities, reporting

## **Purpose**

Provides limits to spending for different items, shows how resources are allocated across the whole operation, allocates costs according to projected needs (usually for the year ahead), provides targets for income generation, can be used to benchmark (and compare) costs and income between different facilities OR across areas

## **Methods**

Control wastage, staff, profitable activities, income, maintain customers

# Physical preparation for sports performance (L/615/7446)

## Unit aim

This unit will enable the learner to understand the importance of preparing physically for sport performance, and the impact that different techniques can have on their physical preparation. The learner will undertake a range of fitness tests and use the results to plan and implement a programme.

## Unit content

The learner will:

### 1. Understand the physical demands of sport

The learner can:

- 1.1 Explain the components of physical fitness
- 1.2 Identify the importance of each component for own sport
- 1.3 Explain the relationship between physical capabilities and performance
- 1.4 Explain the consequences of reduced physical capacity

The learner will:

### 2. Be able to use fitness tests and interpret results

The learner can:

- 2.1 Participate in and record the results of personal fitness tests
- 2.2 Interpret personal fitness test results
- 2.3 Evaluate personal results over time
- 2.4 Evaluate personal fitness test results against other athletes in own sport
- 2.5 Describe the range of fitness tests used to measure physical performance
- 2.6 Explain the protocols for each test
- 2.7 Explain the relevance of test results to own sport

The learner will:

### 3. Be able to plan, implement and evaluate a programme to support physical preparation for sport

The learner can:

- 3.1 Develop a programme of physical fitness activities to improve sports performance
- 3.2 Implement a programme of physical fitness activities to improve sports performance
- 3.3 Evaluate the programme against the goals set and plan and agree any revisions
- 3.4 Explain the principles of training
- 3.5 Explain the importance of goal setting
- 3.6 Justify the variables used and their relevance to improve physical preparation

## Range

### Components

Aerobic fitness, aerobic endurance, muscular strength, muscular endurance, flexibility, motor skills

### Protocols

Rules, test spec, marking areas, directions

### Principles

Progression, overload, adaptation, specificity, reversal

### Goal setting

Long, medium, short, SMART targets

### Variables

Increased/decreased distance, intensity, duration, weight, repetitions, sets, incline, mode of training, training system

# Injuries in sport (R/615/7447)

## Unit aim

The aim of this unit is to provide the learner with the opportunity to further explore potential risks of injury when participating in sport. The unit will enable the learner to recognise the common symptoms of injuries and investigate different treatment and rehabilitation methods of the injuries.

## Unit content

The learner will:

### 1. Understand the different Injuries associated with sports participation

The learner can:

- 1.1 Identify the risk factors for a range of injuries in sport
- 1.2 Describe the physiological effects of injuries associated with participation in sport
- 1.3 Describe the psychological effects of injuries associated with participation in sport
- 1.4 Explain the difference between an acute injury and a chronic injury

The learner will:

### 2. Understand how to deal with different types of sporting injuries

The learner can:

- 2.1 Describe common methods of dealing with injuries caused by participating in sport
- 2.2 Explain the role of key personnel in injury treatment
- 2.3 Describe the use of alternative therapy in sport injury treatment

The learner will:

### 3. Understand the principles of rehabilitation from sports injuries

The learner can:

- 3.1 Describe the importance of rehabilitation to the recovery from injury
- 3.2 Describe timelines associated with injuries and rehabilitation
- 3.3 Describe strategies for rehabilitation
- 3.4 Explain the importance of evaluation and review of the rehabilitation programme
- 3.5 Identify the equipment and resources required to assist with rehabilitation

## Assessment specification

Presentation notes

Produce a poster

Produce a report

## Range

### **Physiological effects**

Swelling, cuts and bruising, broken bones, altered gait, limited use, limited range of movement, misalignment, impaired vision, reduced respiratory function, soft tissue damage, connective tissue damage

### **Psychological effects**

Reduced confidence, self doubt, anxiety, depression, dependence

### **Key Personnel**

Managers, coaches, physiotherapist, sports therapist, GP, consultant, surgeon, osteopath, chiropractor, podiatrist, partner/parent, agent, nutritionalist

# Factors affecting participation in sport and physical activity (A/615/7409)

## Unit aim

This unit aims to give learners an understanding of the social, individual and cultural influences that affect participation in sport as well as some of the benefits of sport and physical activity.

Learners will investigate participation rates amongst different groups of people and discuss the enabling and constraining factors that influence participation rates and how these may be encouraged or overcome. The unit enables learners to consider the strategies that are used by agencies to increase participation rates amongst groups.

The unit is useful for learners who are considering a career or related units in sports development or promotion and/or those individuals who are interested in coaching, leadership and the 'legacy' of sport.

## 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 Explain how regular participation in sport and physical activity benefits individuals
- 1.3 Explain how individuals' regular participation in sport and physical activity benefits society
- 1.4 Identify typical levels of participation of different populations in sport and physical activity
- 1.5 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 Explain how factors affect participation in sport and physical activity
- 2.2 Explain how a factor can be an enabler or a barrier to participation in sport and physical activity



The learner will:

### 3. Understand strategies to increase participation in sport and physical activity

The learner can:

3.1 Explain strategies to improve participation rates in sport and physical activity

3.2 Describe how to implement strategies to improve participation rates in sport and physical activity

3.3 Identify methods of evaluating the effectiveness of strategies to improve participation rates in sport and physical activity

#### Assessment specification

Produce a report

Presentation notes

#### Range

##### Benefits

###### *Individuals*

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

###### *Society*

Community cohesion/engagement, reduction in health issues associated with inactivity (obesity, CHD), reduction in healthcare costs, potential reduction in crime and deviance (positive leisure choices), cost to employers, loss of productivity through days lost, stress

##### Populations

Gender, age, ethnicity, geographical location

##### Individuals

Children, adults, seniors, pre- and post- natal, special populations

##### Factors

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

##### Strategies

Price (concession rates, reduced costs), facility development (better changing and social facilities), improved transport, single-sex facilities and activities, crèche facilities, 'taster sessions', family activities, rates, programming of activities, improved communication and marketing of activities, events and facilities, improved school sports experiences, better access to quality coaching, staff development

##### Methods

Survey, questionnaire, discussion, experience, published rates

# Sport as a business (Y/615/7448)

## Unit aim

This unit introduces learners to the business of sport and enables them 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 sector's diversity and understand the key elements that help to make a successful sports business.

Learners will focus on the marketing of a sports business/activity and have the opportunity to consider methods, reasons and considerations of marketing plans and strategies.

The unit is of particular value to learners who want to move into general or sports-specific marketing and business.

## Unit content

The learner will:

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

The learner can:

- 1.1 Explain the opportunities for income generation in sport
- 1.2 Explain the services businesses in the sport sector offer
- 1.3 Explain the differences between types of businesses
- 1.4 Describe types of sports-related consumer spending
- 1.5 Describe Corporate Social Responsibility programmes related to sport

The learner will:

### 2. Be able to develop a business plan

The learner can:

- 2.1 Produce a business plan for a sports business
- 2.2 Identify the components of a business plan for a sports business/activity
- 2.3 Explain the factors that affect the success of sports businesses
- 2.4 Describe measures that indicate the success of sports businesses
- 2.5 Explain the reasons for conducting market research
- 2.6 Describe different marketing activities that can be undertaken
- 2.7 Identify sources of advice and support to establish a new business

## Assessment specification

Presentation notes

Produce a report

Business plan

## Range

### Opportunities

Admission fees, club membership fees, hospitality, merchandising, sponsorship (financial, Corporate Social Responsibility programmes), funding, donations, secondary spend (food and drinks, supplements, travel) media rights, commercial hire, sales (retail, advertising, player transfers, equipment), courses, classes, activity programmes, selling expertise/services/space, event management, manufacturing, betting

### Services

Leisure/health/fitness clubs and centres, professional sports clubs, amateur sports clubs, coaching services, health and rehabilitation services (physiotherapy, sports therapy)

### Types of businesses

Public and Private Limited Companies (PLCs), franchises, sole-traders (e.g. fitness, swim, ski instructors), retail, entertainment, promoters/agents, bookmaking

### Spending

Sports goods (clothing and footwear, sports equipment, sports related books and publications), sports services (participation, health & fitness sector, gambling, watching sports on TV and video, watching 'live' sports, sports-related travel)

### Components

Type of service or product, branding, target customers/audience, SWOT analysis, budget, resources (location, equipment, human) pricing strategy, life-cycle of product, marketing plan

### Factors

Performance (results), media coverage/exposure, marketing strategies (market research, activities such as building the next generation of fans, customer relationship management), branding, quality of product, competition/competitors, price, value for money, market environment, (recession, taxation, central funding/grants) customer demand/need, income vs expenditure/costs, environmental conditions (weather related)

### Measure

Profit/profitability, income, expenditure, growth, sustainability (economic, environmental), achieving targets, aims and objectives, customer satisfaction, staff satisfaction

### Reasons

Understand needs and wants of customers, identify opportunities and/or service/product weaknesses, understand the market environment, track customer demands and trends, improve pricing strategies, identify new markets and customers, track success of marketing and research activities

# Lifestyle management for sport performers (D/615/7449)

## Unit aim

This unit aims to encourage learners to identify lifestyle choices that can affect their sporting careers and to plan and prioritise their sporting commitments.

## Unit content

The learner will:

### 1. Understand how lifestyle choices impact on sport performance

The learner can:

- 1.1 Explain the lifestyle choices that promote optimum sports performance
- 1.2 Explain the consequences of negative lifestyle choices on sports performance
- 1.3 Evaluate the influence that people have on lifestyle choices
- 1.4 Identify strategies to manage negative influences

The learner will:

### 2. Be able to plan sporting commitments

The learner can:

- 2.1 Plan own sporting commitments
- 2.2 Explain activities to be taken into consideration when planning sporting commitments
- 2.3 Describe the resources needed in order to meet commitments
- 2.4 Explain the personal sacrifices needed to meet sporting commitments

The learner will:

### 3. Understand the impact of success in sport on lifestyle

The learner can:

- 3.1 Evaluate the lifestyle benefits of sporting success
- 3.2 Assess the impact of publicity on the lifestyle of successful sports performers

## Assessment specification

Presentation notes

Produce a plan

Produce a report

Article

## Range

### **Negative lifestyle choices**

Drinking, late nights, smoking, drugs, poor role models, poor diet and hydration, gambling, criminal activity, addiction, relationships

### **People**

Coaches, managers, mentors, agents, team mates, training partners, education officers, college tutors, teachers, assessors, parents, carers, grandparents, siblings, friends, role models

### **Activities**

Training, competition, reviews, meetings, appointments, leisure activities

### **Resources**

Transport, kit, sport equipment (balls, gloves, clothing, footwear), finance

### **Impact**

Positive and negative

# Technical and tactical requirements for sports performance (R/615/7450)

## Unit aim

This unit gives learners the opportunity to develop techniques and tactics in sport. Learners will prepare, perform and review techniques and tactics 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 requirements for sport

The learner can:

- 1.1 Explain the importance of understanding the technical and tactical requirements for a sport
- 1.2 Explain the difference between technical and tactical requirements
- 1.3 Explain the essential technical and tactical skills for a sport
- 1.4 Describe how different technical and tactical skills are applied in a sport

The learner will:

### 2. Be able to analyse the techniques and tactics used by other sports performers

The learner can:

- 2.1 Evaluate the techniques and tactics used by other sports performers
- 2.2 Produce a plan to improve the technical and tactical performance of other sports performers
- 2.3 Explain the reasons for evaluating the tactics and techniques used by other sports performers
- 2.4 Explain how to apply criteria to an evaluation of sports performance
- 2.5 Explain strategies to improve performance

The learner will:

### 3. Be able to analyse own techniques and tactics to improve performance

The learner can:

- 3.1 Evaluate own techniques and tactics
- 3.2 Produce plans to improve own performance
- 3.3 Compare own techniques and tactics against those of other sports performers
- 3.4 Explain reasons for evaluating tactics and techniques used
- 3.5 Identify the implications of different sources of assistance to improve own performances

## Assessment specification

## Improvement programme

## Range

### Strategies

Personal fitness programme, 1 to 1 coaching, mentoring, competitions, video analysis, group coaching

### Plans

Self analysis, personal fitness programme, 1 to 1 coaching, mentoring, competitions, video analysis

### Implications

Positive, negative

### Sources

Coaches, mentors, sport science support (nutritionist, physiotherapist, psychologist), elite athletes, professional bodies, national

# Communication and public relations for sports performers (R/615/7433)

## Unit aim

This unit will allow the learner to research and participate in different forms of communication and will also allow the learner to research different types of media coverage associated with sports people and the key factors to consider when being interviewed. The unit will also give the learner experience to be able to present themselves in a positive manner at events.

## Unit content

The learner will:

### 1. Understand the importance of participating in public relations events and media interviews for sports performers

The learner can:

- 1.1 Explain the importance of public relations for sport performers
- 1.2 Identify the range of public relations activities
- 1.3 Explain the impact of media involvement in sport
- 1.4 Explain the relationship between sports performers and the media
- 1.5 Describe the consequences of negative public relations
- 1.6 Explain the importance of personal presentation appropriate to the public relations event

The learner will:

### 2. Be able to prepare for, participate in and review a media interview

The learner can:

- 2.1 Prepare to be interviewed by the media
- 2.2 Respond professionally to interview questions
- 2.3 Review and reflect on performance during a media interview
- 2.4 Explain key factors to consider when preparing for a media interview
- 2.5 Identify appropriate communication skills for a media interview
- 2.6 Explain the importance of establishing rapport with an audience
- 2.7 Describe methods to establish rapport with an audience

## Assessment specification

Media interview preparation  
Presentation notes  
Article



## Range

### **Public relations activities**

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

### **Impact**

Positive and negative

### **Importance**

Role model, build reputation of self and/or club/team/country, promote the sport, satisfy sponsors, meet contractual obligations

### **Communication skills**

Vocal skills (intonation), listening skills, body language, eye contact, facial expression, questioning, clarifying

### **Methods**

Acknowledging, recognising, thanking, using appropriate body language, meeting, greeting, using appropriate conventions to address people, apologising

# Anatomy and physiology for exercise and health (A/600/9051)

## Unit aim

This unit covers the knowledge an instructor needs about anatomy and physiology relating to exercise programming for a range of clients.

## Unit content

The learner will:

### 1. Understand the heart and circulatory system and its relation to exercise and health

The learner can:

- 1.1 Explain the function of the heart valves
- 1.2 Describe coronary circulation
- 1.3 Explain the effect of disease processes on the structure and function of blood vessels
- 1.4 Explain the short and long term effects of exercise on blood pressure, including the Valsalva effect
- 1.5 Explain the cardiovascular benefits and risks of endurance/aerobic training
- 1.6 Define blood pressure classifications and associated health risks

The learner will:

### 2. Understand the musculoskeletal system and its relation to exercise

The learner can:

- 2.1 Explain the cellular structure of muscle fibres
- 2.2 Describe the sliding filament theory
- 2.3 Explain the effects of different types of exercises on muscle fibre type
- 2.4 Identify and locate the muscle attachment sites for the major muscles of the body
- 2.5 Name, locate and explain the function of skeletal muscle involved in physical activity
- 2.6 Identify the anatomical axis and planes with regard to joint actions and different exercises
- 2.7 Explain the joint actions brought about by specific muscle group contractions
- 2.8 Describe joints/joint structure with regard to range of motion/movement and injury risk
- 2.9 Describe joint movement potential and joint actions
- 2.10 Describe the structure of the pelvic girdle and associated muscles and ligaments

The learner will:

### 3. Understand postural and core stability

The learner can:

3.1 Describe the structure and function of the stabilising ligaments and muscles of the spine

3.2 Describe local muscle changes that can take place due to insufficient stabilisation

3.3 Explain the potential effects of abdominal adiposity and poor posture on movement efficiency

3.4 Explain the potential problems that can occur as a result of postural deviations

3.5 Explain the impact of core stabilisation exercise and the potential for injury/aggravation of problems

3.6 Explain the benefits, risks and applications of the following types of stretching:

- static (passive and active)
- dynamic
- proprioceptive Neuromuscular Facilitation

The learner will:

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

The learner can:

4.1 Describe the specific roles of:

- the central nervous system (CNS)
- the Peripheral Nervous System (PNS) including somatic and autonomic systems

4.2 Describe nervous control and transmission of a nervous impulse

4.3 Describe the structure and function of a neuron

4.4 Explain the role of a motor unit

4.5 Explain the process of motor unit recruitment and the significance of a motor unit's size and number of muscle fibres

4.6 Explain the function of muscle proprioceptors and the stretch reflex

4.7 Explain reciprocal inhibition and its relevance to exercise

4.8 Explain the neuromuscular adaptations associated with exercise/training

4.9 Explain the benefits of improved neuromuscular coordination/efficiency to exercise performance

The learner will:

### 5. Understand the endocrine system and its relation to exercise and health

The learner can:

5.1 Describe the functions of the endocrine system

5.2 Identify the major glands in the endocrine system

5.3 Explain the function of hormones including:

- growth hormone
- thyroid hormones
- corticosteroids
- catecholamines
- insulin
- glucagon

The learner will:

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

The learner can:

### 6.1 Identify the contribution of energy according to:

- duration of exercise/activity being performed
- type of exercise/activity being performed
- intensity of exercise/activity being performed

### 6.2 Identify the by-products of the three energy systems and their significance in muscle fatigue

### 6.3 Describe the effect of endurance training/advanced training methods on the use of fuel for exercise

#### Assessment specification

Multiple choice assessment

#### Range

##### Valves

Bicuspid, tricuspid (atrioventricular valves), aortic and pulmonary (semilunar valves)

##### Short term

Increase in systolic pressure, diastolic pressure remains approximately the same

##### Long term

Decrease in both systolic and diastolic pressures to a healthy rate

##### Cardiovascular benefits

Interaction of the energy systems and production of ATP during a range of cardiovascular activities, energy systems used, effects of exercise intensity, effects of duration, effects of clients fitness levels, reduced risk of CHD

##### Muscle fibres

Slow twitch (Type I), Fast twitch (Type IIb), Fast twitch (Type IIa)

##### Effects of different types of exercises

*Slow twitch:* increase in size and number of mitochondria, increase in myoglobin, increase in capillary network, increase in glycogen stores

*Fast twitch:* increase in phosphocreatine stores, increase in glycogen stores, increase in glycolytic enzymes, increase lactic acid threshold

##### Function

Movement of joints/limbs during exercise/activities

##### Anatomical axis and planes

*Sagittal plane:* flexion, extension, protraction, retraction, plantar flexion, dorsi flexion

*Frontal plane:* abduction, adduction, lateral flexion, elevation, depression, inversion, eversion

*Transverse plane:* rotation, horizontal flexion, horizontal extension

##### Joints/joint structure

Joint capsule, ligaments, tendons, muscle attachment

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## **Structure of the pelvic girdle**

*Pelvic structure:* ilium, ischium, pubis, pubis symphysis, acetabulum, gender differences, sacroiliac joints, sacrum, coccyx

## **Muscles (Pelvis)**

Rectus abdominus, external obliques, internal obliques, transverse abdominus, erector spinae, quadratus lumborum, multifidus, pelvic floor muscles (levator ani, coccygeus)

Stabilising ligaments and muscles

*Ligaments:* anterior Longitudinal, posterior Longitudinal

*Muscles:* splenius, erector spinae, transverse spinalis (multifidus, rotatores), intertransversarii

## **Insufficient stabilisation**

Kyphosis: muscular imbalance, upper body adiposity, osteoporosis of the upper thoracic vertebrae

Lordosis: weak abdominal muscles, lower body adiposity, pregnancy

*Scoliosis:* genetic abnormality, muscular imbalance

*Flatback syndrome:* tight hamstrings

*Problems:* impingement of peripheral nerve fibres, bulging of intervertebral discs, damage to spinal ligaments, abnormal postural alignment, pelvic tilt, shoulder girdle problems, soft tissue dysfunction, balance

## **CNS**

Brain and spinal cord

## **PNS**

Peripheral nerves (afferent/sensory nerves, efferent/motor nerves), somatic branch, autonomic branch (sympathetic, parasympathetic)

## **Motor unit recruitment**

Motor unit (motor nerve/neuron and muscle fibres), single twitch, wave summation, tetanus

## **Proprioceptors**

Muscle spindles, golgi-tendon organs (GTOs)

## **Neuromuscular adaptations**

Improved motor unit synchronisation, improved ability to recruit more motor units, autogenic inhibition

## **Benefits**

Improved coordination, recruitment of muscle fibres, improved reaction time, improved balance, proprioception

Major glands

Pituitary, adrenal, thyroid, parathyroid, sex organs (testes, ovaries), pancreas

By-products

Heat, lactic acid, carbon dioxide, water (sweat), free radicals

## **Effect**

Increased aerobic base, increased anaerobic threshold, increase tolerance to build up to lactic acid, Onset of Blood Lactate Accumulation (OBLA)

# Event management in sport and active leisure (M/615/7441)

## Unit aim

The aim of this unit is to prepare candidates to effectively plan events that could take place in an indoor or outdoor leisure environment such as a leisure centre or local park.

It draws together the skills and techniques of event organisation from conception, planning, detailed preparation and evaluation into a practical focus on developing their own event plan.

## Unit content

The learner will:

### 1. Understand the main concepts and principles of event management

The learner can:

- 1.1 Define 'events'
- 1.2 Identify the categories of events
- 1.3 Describe the characteristics of different types of events
- 1.4 Explain the rationale for events

The learner will:

### 2. Be able to plan an event

The learner can:

- 2.1 Plan an event
- 2.2 Describe the planning process for an event
- 2.3 Assess the resource requirements for events
- 2.4 Explain the importance of preparing a budget
- 2.5 Describe how to prepare a budget
- 2.6 Describe how to produce an action plan
- 2.7 Describe ways to market and promote an event
- 2.8 Describe the importance of carrying out risk analysis for events
- 2.9 Justify contingency planning for events
- 2.10 Explain staffing considerations for an event

The learner will:

### 3. Understand the monitoring and evaluation of events

The learner can:

- 3.1 Explain the importance of monitoring an event
- 3.2 Propose how events can be monitored
- 3.3 Explain the importance of post event evaluation
- 3.4 Compare techniques to evaluate events

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## Range

### Planning process

Formulate ideas, feasibility study (SWOT analysis, PESTLE), setting objectives (SMART) and budgeting, organisation structure and key appointments, general and detail preparation

### Resource

Staffing, financial, equipment, administration, catering, technical, services, transportation, health and safety, legal, marketing

Importance (Budget)

Monitor income and expenditure, provide targets, allocate resources, determine outcomes, transparency, meeting objectives

### Budget

Revenue sources, costs, income, surplus/deficit

### Action plan

Critical path analysis, marketing plan, GANTT charts

### Market and promote

*Internal* - cross fertilisation, membership database, CRM, email, text, notice board, public address, posters, leaflets

*External* - reciprocal marketing initiatives, press, e-marketing, banner advertising

### Importance (risk analysis)

Legal requirement (risk assessments), ensure safety, provides adequate precautions (barriers, supervision, police/stewards/marshal, first aid)

### Contingency planning

Backup equipment, alternative venue, wet weather alternatives, standby staff, liaison with emergency services, crisis management, legal implications, public relations

### Staffing considerations

Numbers/ratios, roles, responsibilities, training, supervision, uniform, PPE, conditions of engagement

### Importance (monitoring)

For purpose of: quality, consistency, scheduling, safety, legal, environmental, customer satisfaction, critical path analysis

**How**

Checklists, visual, timetables, safety checks, walk the floor, remote monitoring, regular communications (radio, telephone), delegation and feedback

**Monitored**

Checking of: health and safety, queue management, resource management, customer satisfaction, vandalism, clear access and egress, event scheduling, implementing contingency plans, redeploying staff, accidents and emergencies

**Importance (evaluation)**

Identify strengths and weakness with recommendations for future improvements, measure outcomes against aims and objectives to determine success/failure of an event

**Techniques**

Financial appraisal, customer satisfaction responses, quality controls systems, attendance figures, critical incident reports

**Evaluate**

Analyse event performance, check (SMART) objectives met, assess feedback, determine customer satisfaction, profit/loss, areas for improvement, redefine objectives for next event



# Funding and sponsorship in sport (T/615/7442)

## Unit aim

This unit will enable learners to seek out internal and external sources of finance, develop a financial bid, write a sponsorship programme and understand how to achieve effective sponsorship management.

## Unit content

The learner will:

### 1. Understand the main sources of finance available to specific organisations and events

The learner can:

- 1.1 Identify the different sources of finance available to profit and not-for-profit sport and leisure organisations
- 1.2 Explain the advantages of sources of finance available to a sport and leisure organisation
- 1.3 Explain the disadvantages of sources of finance available to a sport and leisure organisation

The learner will:

### 2. Understand the key considerations in formulating a sponsorship arrangement

The learner can:

- 2.1 Identify potential stakeholders of a sponsorship arrangement
- 2.2 Explain the issues to be considered for a sponsorship arrangement
- 2.3 Explain the potential positive outcomes from a sponsorship arrangement
- 2.4 Explain the potential negative outcomes from a sponsorship arrangement
- 2.5 Explain the processes involved in producing a sponsorship package

The learner will:

### 3. Be able to produce a funding bid for a sports and leisure organisation

The learner can:

- 3.1 Produce a funding bid for a sports and leisure organisation
- 3.2 Describe the criteria that makes up a funding bid
- 3.3 Explain the process involved in a funding bid
- 3.4 Explain the evaluation process for a funding bid

## Assessment specification

Produce a plan

## Range

**Sources**

Sponsorship, grants, gifts, loans, lottery, public/private finance initiatives

**Profit**

Private sector operators, professional sports clubs, leisure contractors

**Not-for-profit**

Public sector operators, trust status providers, charitable trusts, voluntary sports clubs, volunteer boards

**Stakeholders**

Local businesses, local authority, corporate, multi-national, international, individuals, National Governing Bodies, professional/amateur clubs, Non-Government Public Bodies

**Issues**

Ethical, organisational, brand/image, social, cultural, political, environmental, unique selling points, potential sponsors, legal/contractual, risk

**Positive outcomes**

Raised brand awareness, financial, resources, increased sales, brand association, creditability and kudos

**Negative outcomes**

Loss of control, reputation, fragility, loss of income, conflicts of interest

**Processes**

Initial discussion/negotiation, understanding needs of all parties, draft agreement/contract, completion, legacy

**Criteria**

Aims and objectives, project plan, budgeting (financial, other resources), how success will be measured, risk analysis, relationship between sponsor and parent organisation

**Process**

Initial contact, application in writing, presentation, cost benefit analysis, time lines, service level agreements, contract, negotiation, feedback, resolution

**Evaluation**

Qualitative/quantitative outcomes



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