

YMCA Level 1 Diploma in Sport and Active Leisure (600/9170/8)

Qualification Specification



YMCA Awards

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Level 1 Diploma in Sport and Active Leisure

Qualification Specification

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Introduction

About YMCA Awards

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

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

Qualification overview

This qualification is regulated by:

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

Qualification aim

The aim of this qualification is to introduce learners of varying abilities to the sport and active leisure sector. In addition to discovering how the body works and improving their own health through the use of exercise and fitness programmes, learners will also explore a variety of jobs and career opportunities within sport and active leisure.

Overview of knowledge, skills and understanding

This qualification will enable learners to make informed choices about progression onto higher level qualifications and/or employment in the sector.

Learners will cover:

Knowledge and understanding relating to the qualification:

- Functions of the skeletal, muscular and cardio-respiratory systems.
- Requirements of a healthy diet.
- Different exercise and fitness activities and facilities.
- The workplace: risks and hazards, employee rights and responsibilities.
- Physical activities for children and the role of the adult.
- How to support a leader of a sports or active leisure activity.

Skills relating to the qualification:

- Review own performance when taking part in sport.
- Plan and prepare physical activities for children.
- Plan, use and review own fitness programme.
- Assist in planning and delivering a sports activity.
- Set goals for a work placement.

Target group and age range

This qualification is aimed at a range of learners, including those aged 14 and over.

Qualification structure

To achieve the YMCA Level 1 Diploma In Sport and Active Leisure, learners must complete 15 credits from 4 mandatory units plus 1 credit from each of the optional groups 1, 2, 3 and a further 20 credits from group 4.

Mandatory units

Unit reference number	Unit title	Level	Credit
T/501/7249	How the Body Works	1	4
H/501/7246	Improving own Fitness	Entry Level 3	3
M/501/7248	Taking part in Exercise and Fitness	1	4
K/501/7250	Planning own Fitness Programme	1	4

Optional group 2

Learners must achieve 1 credit from this group.

Unit reference number	Unit title	Level	Credit
R/501/6416	Safe Learning in the Workplace	Entry Level 3	1
R/501/6397	Safe Learning in the Workplace	Level 1	1

Optional group 2

Learners must achieve 1 credit from this group.

Unit reference number	Unit title	Level	Credit
J/501/6333	Investigating rights and responsibilities at work	Entry Level 3	1
L/501/6382	Investigating rights and responsibilities at work	Level 1	1

Optional group 3

Learners must achieve a maximum of 1 credit from this group.

Unit reference number	Unit title	Level	Credit
M/501/6360	Managing your health at work	Entry Level 3	1
T/501/6389	Managing your health at work	Level 1	1

Optional group 4

Learners must achieve a minimum of 20 credits from this group.

Unit reference number	Unit title	Level	Credit
Y/501/7244	Taking part in sport	Entry Level 3	3
T/501/7252	Working in Sport and Active Leisure	1	4
R/501/7274	Job Opportunities in Sport and Active Leisure	1	4
R/502/3382	Physical Activities for Children	1	4
T/501/6148	Preparing for Work Placement	2	1
L/501/6186	Learning from Work Placement	2	2
Y/600/1734	Understanding the Active Leisure and Learning Sector	2	2
J/506/6987	Risks and Hazards in Sport and Active Leisure	1	4
F/506/6986	Sport and Active Leisure Project	1	4
T/506/6984	Assisting a Leader of Sports or Active Leisure Activities to Plan and Deliver an Activity	1	4

The Total Qualification Time (TQT) for this qualification is 380. The Guided Learning Hours (GLH) assigned are 295 minimum.

Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- (b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

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

This is **not**:

Unsupervised learning such as:

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

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to feedback before your next EQA visit, please email us: awards.products@ymca.co.uk.

Entry requirements

There are no entry requirements for this qualification

Opportunities for progression

Future employment possibilities

This qualification is ideal as entry into the Sports and Active Leisure Industry. On completion of this qualification learners could typically progress onto a number of work based qualifications in areas such as:

- Activity leadership
- Coaching
- Sports development
- Exercise and fitness.

Progression to further/higher level learning

This qualification provides progression to other qualifications at the same and higher levels, for example:

- Level 2 Award in Community Activation
- Level 2 Award in Emergency First Aid at Work
- Level 2 Certificate in Fitness Instructing
- Level 2 Certificate in Fitness Walking
- Level 2 Certificate in Introductory Work in the Outdoors
- Level 2 Diploma in Health, Fitness and Exercise Instruction
- Level 2 NVQ Certificate in Activity Leadership.

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.

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.

Tutor, assessor and IQA approval requirements

To make sure you meet the most up-to-date requirements please see the YMCA Awards staff approval requirement document. This can be found on our website: www.ymcaawards.co.uk/centres/centre-guidance.

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.

Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland and regulated by CCEA (Council for the Curriculum, Examinations and Assessment)
- Wales and regulated by QW (Qualifications Wales).

Reasonable adjustments and special considerations

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

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.

Assessment and quality assurance

How the qualification is assessed

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

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

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

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

Knowledge-based learning outcomes (eg, know or understand) can be assessed in a number of different ways such as worksheets, projects, professional discussion and so on. 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.

The YMCA Awards Level 1 Diploma In Sport and Active Leisure is assessed through internal assessment.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

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

A Learner Assessment Record (LAR) is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link: www.ymcaawards.co.uk/download-resources/lars.

Creating a portfolio of evidence

If a YMCA Awards 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.

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

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

External assessment

There is no external assessment for this qualification.

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Internal and external quality assurance

The role of the Internal Quality Assurer (IQA) is to make an informed judgement(s) regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the External Quality Assurer (EQA). For further information on the role of the IQA and the EQA go to the website: www.ymcaawards.co.uk/centres/centre-guidance.

Qualification content

Unit specifications and recommended assessment methods

How the Body Works (T/501/7249)

Unit aim

This unit covers the knowledge that the learner needs to understand how the body works and the importance of a healthy diet.

Unit content

The learner will:

1. Know the functions of the skeletal and muscular systems

The learner can:

1.1 Identify the functions of the skeleton

1.2 Identify the functions of the muscular system

The learner will:

2. Know the functions of the cardio-respiratory systems

The learner can:

2.1 Identify the structure and function of the heart

2.2 Identify the structure and function of the lungs

The learner will:

3. Know the requirements of a healthy diet

The learner can:

3.1 Identify the different nutrients for a healthy diet

3.2 Identify the functions of each nutrient for a healthy body.

Assessment
specification

Worksheet, poster/project/worksheet

Improving own Fitness (H/501/7246)

Unit aim

This unit covers the knowledge and skills that the learner needs to be able to improve their own fitness and begin to develop work skills.

Unit content

The learner will:

1. Know about different exercise and fitness activities

The learner can:

1.1 Identify different exercise and fitness activities

The learner will:

2. Be able to demonstrate work skills through participation in exercise and fitness activities

The learner can:

2.1 Actively participate in exercise and fitness activities and demonstrate:

- time-management skills
- appropriate dress for the activity
- following instructions provided by the activity leader
- following health and safety guidelines before, during and after activities

The learner will:

3. Be able to review own performance

The learner can:

3.1 Identify own strengths and areas for improvement in exercise and fitness activities

Assessment
specification

Worksheet, observation checklist, review

Taking part in Exercise and Fitness (M/501/7248)

Unit aim

This unit covers the knowledge and skills that the learner needs to be able to participate safely in a range of exercise and fitness activities and to begin to develop work skills in the area.

Unit content

The learner will:

1. Know about different exercise and fitness activities and facilities

The learner can:

1.1 Describe different exercise and fitness activities

1.2 Identify different exercise and fitness facilities

The learner will:

2. Know how to take part in exercise and fitness safely

The learner can:

2.1 Describe an induction process for an exercise and fitness activity

2.2 Describe warm up and cool down activities.

The learner will:

3. Be able to demonstrate work skills through participation in exercise and fitness activities

The learner can:

3.1 Actively participate in exercise and fitness activities and demonstrate:

- time management skills
- appropriate dress for the activity
- following instructions provided by the activity leader
- following health and safety guidelines before, during and after activities.

The learner will:

4. Be able to review own performance

The learner can:

4.1 Identify own strengths and areas for improvement in exercise and fitness activities

4.2 Suggest ways of improving own performance in one activity.

Assessment
specification

Worksheet, observation checklists 1 and 2, review

Planning own Fitness Programme (M/501/7250)

Unit aim

This unit covers the knowledge and skills that the learner needs to be able to plan, implement and review their own fitness programme.

Unit content

The learner will:

1. Know the components of physical fitness

The learner can:

1.1 Describe the components of physical fitness

The learner will:

2. Be able to assess own fitness level

The learner can:

2.1 Assess own fitness level

The learner will:

3. Be able to plan and use own fitness programme

The learner can:

3.1 With guidance plan own fitness programme with set targets

3.2 Use own fitness programme over a given period of time

The learner will:

4. Know how to overcome barriers that may affect achievement of fitness goals

The learner can:

4.1 Identify barriers to achieving fitness goals

4.2 Identify ways to overcome barriers

The learner will:

5. Be able to review own fitness programme

The learner can:

5.1 Assess the results of own fitness programme

Assessment specification	Worksheet, fitness testing, task, review,
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Safe Learning in the Workplace (R/501/6416)

Unit aim

This unit will help learners understand some of the risks and hazards present in the workplace together with an awareness of their own responsibilities and actions in reducing the risk of harm to self and others.

Unit content

The learner will:

1. Know about risks and hazards in the workplace

The learner can:

1.1 P1 List hazards in the workplace

P2 List risks in the workplace

The learner will:

2. Know what responsibilities people have for safety in the workplace

The learner can:

2.1 P3 Identify the person responsible for health and safety in the workplace environment

P4 Identify own responsibility in relation to reporting hazards in the workplace

The learner will:

3. Be aware of how to reduce risk of harm to self or others

The learner can:

3.1 P5 Identify examples from the workplace environment which could cause risk of harm to self or others

P6 Outline own behaviour for safe practice in the workplace environment

The learner will:

4. Know how to deal with low risk hazards in the workplace environment

The learner can:

4.1 P7 Outline how to follow instructions to deal with low risk hazards in the workplace environment

Assessment
specification

Worksheet/poster/project

Safe Learning in the Workplace (R/501/6397)

Unit aim

This unit will provide the learner with the knowledge of the types of risks and hazards present in the workplace and an understanding of their own responsibilities in minimising the risk of harm to self or others.

Unit content

The learner will:

1. Understand risks and hazards in the workplace

The learner can:

- 1.1 P1 Define hazard and risk in the workplace environment
- P2 Identify examples of hazard and risk in different workplace environments

The learner will:

2 Know how to reduce risk of harm to self or others

The learner can:

- 2.1 P3 Discuss how aspects of personal behaviour can reduce risk of harm
- P4 Discuss aspects of different workplace environments which could cause harm to self or others

The learner will:

3. Know procedures to deal with risks within the workplace environment

The learner can

- 3.1 P5 Discuss procedures for reporting hazards and risks in the workplace
- P6 Discuss procedures for dealing with low risk hazards in accordance with instructions

The learner will:

4. Know the duties of the person responsible for health and safety in the workplace environment

The learner can:

- 4.1 P7 Discuss the duties of the person responsible for health and safety in the workplace environment

Assessment
specification

Worksheet/poster/project

Investigating Rights and Responsibilities at Work (J/501/6333)

Unit aim

This unit will introduce the learner to their rights as an employee and their responsibilities within the workplace.

Unit content

The learner will:

1. Understand that they have rights in the workplace

The learner can:

1.1 P1 Identify aspects of working life where they have rights

The learner will:

2. Understand that they should respect the rights of others in the workplace

The learner can:

2.1 P2 Describe how the rights of others can be respected

The learner will:

3. Understand that they have responsibilities in the workplace

The learner can:

3.1 P3 Identify aspects of working life where they must fulfil certain responsibilities

The learner will:

4. Know where to get help and advice for problems that arise at work

The learner can:

4.1 P4 Identify sources of help within the workplace

Assessment
specification

Worksheet/poster/project

Investigating Rights and Responsibilities at Work (L/501/6382)

Unit aim

This unit will provide the learner with the understanding of the principle legislation which exists to protect them and the employer and sources of help and advice which relate to their rights and responsibilities.

Unit content

The learner will:

1. Understand what 'rights' and 'responsibilities' are

The learner can:

1.1 Explain what 'rights' are

1.2 Explain what 'responsibilities' are

The learner will:

2. Understand how to respect the rights of individuals

The learner can:

2.1 Explain the factors that may affect the rights of individuals

2.2 Explain how to respect the rights of individuals

The learner will:

3. Know laws that can protect the rights of employees

The learner can:

3.1 Identify laws that can protect employee rights

The learner will:

4. Know that employers have certain responsibilities

The learner can:

4.1 Identify employer responsibilities in regard to:

- fulfilling a contract
- health and safety
- equal opportunities and prevention of discrimination.

Managing Your Health at Work (M/501/6360)

Unit aim

The aim of this unit is to help learners understand the importance of being healthy at work and the actions they can take to help with this.

Unit content

The learner will:

1. Know why it is important to be healthy at work

The learner can:

1.1 Describe why it is important to be healthy at work

The learner will:

2. Know how to keep healthy at work

The learner can:

2.1 Identify ways of keeping healthy at work

2.2 Identify different types of working environments and their possible health issues

Assessment
specification

Worksheet/poster/project

Managing Your Health at Work (T/501/6389)

Unit aim

The aim of this unit is to help learners understand how reducing health risks in the workplace can help manage their own wellbeing.

Unit content

The learner will:

1. Understand that different areas of work have different health requirements

The learner can:

1.1 Explain different health requirements for a chosen area of work

The learner will:

2. Know how to maintain good health in different areas of work

The learner can:

2.1 Describe health risks for a chosen area of work

2.2 Explain how to reduce health risks in a chosen area of work

Assessment
specification

Worksheet/poster/project

Taking Part in Sport (Y/501/7244)

Unit aim

To use active participation in a range of team and individual sports as a method of providing learners the essential skills needed to work in the sports industry.

Unit content

The learner will:

1. Be able to take part in team sports

The learner can:

1.1 Take part in team sports by:

- dressing appropriately for the team sport
- being a team player
- following the rules of the team sport
- using skills and techniques in different team sports
- using sports equipment in different team sports
- demonstrating safe practice

The learner will:

2. Be able to take part in individual sports

The learner can:

2.1 Take part in individual sports by:

- dressing appropriately for the individual sport
- following the rules of the individual sport
- using skills and techniques in different individual sports
- using sports equipment in different individual sports
- demonstrating safe practice.

The learner will:

3. Be able to review own performance

The learner can:

3.1 Identify own strengths when participating in sport

3.2 Identify areas for improvement.

Assessment
specification

Taking part on team sports, taking part in individual sports, review own performance

Working in Sport and Active Leisure (T/501/7252)

Unit aim

This unit covers the knowledge and skills that the learner needs to develop to work in the sport and active leisure industry.

Unit content

The learner will:

1. Know about customer service in sport and active leisure

The learner can:

1.1 Describe good customer service

1.2 Demonstrate communication skills when dealing with customers

The learner will:

2. Be able to work as a team member to set up and take down equipment for a sport or active leisure activity

The learner can:

2.1 Work as a team member to set up the equipment for a sport or active leisure activity

2.2 Work as a team member to take down the equipment from a sport or active leisure activity

The learner will:

3. Understand the work patterns for sport and active leisure

The learner can:

3.1 Identify the different shift patterns for two people working in sport and active leisure

3.2 Describe how to manage own time effectively when working in shift patterns in sport and active leisure.

Assessment
specification

Worksheet, observation checklist

Job Opportunities in Sport and Active Leisure (R/501/7274)

Unit aim

This unit covers the knowledge and skills that the learner needs to explore job opportunities across the sport and active leisure sector.

Unit content

The learner will:

1. Know about job opportunities in sport and active leisure

The learner can:

1.1 Identify jobs in different sectors of sport and active leisure

1.2 Describe the job roles in one sport and active leisure facility

The learner will:

2. Know about terms and conditions of employment within sport and active leisure

The learner can:

2.1 Describe the conditions of employment in sport and active leisure.

The learner will:

3. Know about the qualifications and skills needed for jobs in sport and active leisure

The learner can:

3.1 Present information about qualifications and skills required for selected jobs in sport and active leisure.

The learner will:

4. Be able to start planning own career within sport and active leisure

The learner can:

4.1 Produce a plan to start work within sport and active leisure.

Assessment
specification

Research project, career plan

Physical Activities for Children (R/502/3382)

Unit aim

This unit covers the knowledge and skills that the learner needs to be able to plan and prepare physical activities for children as part of a team.

Unit content

The learner will:

1. Know about physical activities for children

The learner can:

1.1 Describe physical activities for children 0-3, 3-5 years

1.2 Describe the job roles in one sport and active leisure facility

The learner will:

2 Understand the role of the adult when children are involved in physical activities

The learner can:

2.1 Explain the role of the adult when children are involved in physical activities

The learner will:

3 Be able to plan and prepare physical activities for children

The learner can:

3.1 As a team member, plan and prepare a physical activity for children and demonstrate:

- self-management skills
- a positive contribution as a team member
- meeting agreed deadlines
- problem-solving skills
- safe practice
- communication skills

Assessment
specification

Worksheet, planning and preparing task

Preparing for Work Placement (T/501/6148)

Unit aim

This unit prepares the learner for work by explaining the roles and responsibilities of individual employees and the general workplace skills needed.

Unit content

The learner will:

1. Understand the company or organisation where they plan to do the work placement

The learner can:

1.1 P1 Explain key information about the company or organisation providing the work placement and where this information was obtained

The learner will:

2. Understand information they need before starting work placement

The learner can:

2.1 P2 Explain the terms and conditions of the work placement

P3 Explain the tasks they would need to perform as part of the work placement

The learner will:

3. Understand what the company or organisation expects of the learner during the work placement

The learner can:

3.1 P4 Explain why workplace values are important for success at the work placement

P5 Describe personal presentation requirements appropriate to the placement

P6 Explain how they could deal effectively with situations of emotional stress, difficulty or confusion during the work placement

The learner will:

4. Be able to set goals for the work placement including skills development

The learner can:

4.1 P7 Set specific, realistic goals for the work placement, including a goal that relates to skills development

Learning from Work Placement (L/501/6186)

Unit aim

This unit requires the learner to reflect on the experiences they have gained during a work placement and use that information for their personal development and goal setting.

Unit content

The learner will:

1. Be able to present evidence of learning gained from tasks undertaken during the work placement

The learner can:

1.1 Show evidence that explains the learning gained from tasks undertaken during the work placement

The learner will:

2. Understand what skills were used or gained during the work placement

The learner can:

2.1 Explain how they used their strengths or skills during the work placement and where they experienced challenges

The learner will:

3. Understand aspects of the work placement that could have been improved

The learner can:

3.1 Explain any aspect of the work placement experience that could have been improved and how it could have been improved

The learner will:

4. Be able to use learning from the work placement to set career-related goals

The learner can:

4.1 Describe how the work placement experience might assist them in making choices about a future career

4.2 Set short-term and long-term goals which build on their learning from the work placement

Understanding the Active Leisure and Learning Sector (Y/600/1734)

Unit aim

This unit provides the learner with a knowledge and understanding of the active leisure and learning sector.

Unit content

The learner will:

1. Know the key features of the Active Leisure and Learning sector

The learner can:

1.1 Describe the size and scope of the Active Leisure and Learning sector

1.2 Describe the contribution to society of the Active Leisure and Learning sector

1.3 Outline the role of the Sector Skills Council for the Active Leisure and Learning sector

1.4 Identify the main subsectors within the Active Leisure and Learning sector

The learner will:

2. Know the key features of the Active Leisure and Learning subsector in which they work

The learner can:

2.1 Describe the composition of their subsector in terms of public, private and voluntary organisations

2.2 Identify the size of their subsector in terms of employment and participation

2.3 Outline the essential principles, values or codes of practice in their subsector

2.4 Identify the roles of key organisations in their subsector, including any representative and regulatory bodies, trade unions and trade associations

The learner will:

3. Know employment and career opportunities in the Active Leisure and Learning subsector in which they work

The learner can:

3.1 Identify sources of information on career progression, training and education

3.2 Identify the main job roles within their subsector

3.3 Identify potential career pathways in their subsector

3.4 Identify the key factors that help people progress in their careers in the subsector

3.5 Outline how people can transfer from one subsector to another

Assessment
specification

Project

Risks and Hazards in Sport and Active Leisure (J/506/6987)

Unit aim

To introduce learners to the risks and hazards in sport and active leisure and the ways in which it is possible to protect themselves and others.

Unit content

The learner will:

1. Know how to maintain the safety of the people involved in sport and active leisure

The learner can:

1.1 Identify potential hazards to people involved in sport and active leisure

1.2 Identify risks to people involved in sport and active leisure

The learner will:

2. Know how to reduce risks to people involved in sport and active leisure

The learner can:

2.1 Describe ways of minimising risks to people involved in sport and active leisure

The learner will:

3 Be able to respond appropriately to given simulated emergency situations

The learner can:

3.1 Respond appropriately to a given simulated emergency situation

Assessment
specification

Written tasks, observation

Sport and Active Leisure Project (F/506/6986)

Unit aim

This unit helps learners to develop both work-related and team-working skills by giving them the opportunity to work with others whilst researching an aspect of sport and active leisure which is of interest to them.

Unit content

The learner will:

1. Be able to find out about an aspect of sport and active leisure

The learner can:

1.1 Plan the aspect of sport and active leisure to be researched

1.2 Work as part of a team to research information

The learner will:

2. Be able to demonstrate work-related skills in presenting the information as a team member

The learner can:

2.1 Use communication skills to present information clearly and accurately

2.2 Make a positive contribution as a team member

2.3 Use self-management skills to meet deadlines and solve problems

The learner will:

3. Be able to assess own work-related skills in researching an aspect of sport and active leisure

The learner can:

3.1 Assess own work-related skills in researching an aspect of sport and active leisure

Assessment
specification

Written tasks

Assisting a Leader of Sports or Active Leisure Activities to Plan and Deliver an Activity (T/506/6984)

Unit aim

This unit covers the knowledge and skills that the learner needs to be able to assist in planning and leading sports and active leisure activities.

Unit content

The learner will:

1. Know the qualities and responsibilities needed for supporting a leader of a sports or active leisure activity

The learner can:

1.1 describe the qualities needed to support a sports or active leisure leader including:

- personality
- motivation
- communication skills

1.2 identify the responsibilities when supporting a sports or active leisure leader including:

- professional conduct
- health and safety

The learner will:

2. Know the different parts of a sports or active leisure activity

The learner can:

2.1 Suggest what would be included in the plan for a sports or active leisure activity

The learner will:

3. Be able to assist in planning a sports or active leisure activity

The learner can:

3.1 contribute to a plan for an activity for part of a sport or active leisure activity

The learner will:

4. Be able to support delivery of part of a sports and active leisure activity

The learner can:

4.1 Help to deliver activity according to agreed plan demonstrating:

- communication skills
- professional conduct
- awareness of health and safety

Assessment
specification

Worksheet, plan



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