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Level 2 Award, Certificate & Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (QCF) (4863-26)

Qualification handbook for centres

<table>
<thead>
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<th>Qualification title</th>
<th>Number</th>
<th>QAN</th>
</tr>
</thead>
<tbody>
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<td>Level 2 Award in Increasing Participation in Sport and Active Leisure in Community Settings (QCF)</td>
<td>4863-26</td>
<td>501/0098/1</td>
</tr>
<tr>
<td>Level 2 Certificate in Increasing Participation in Sport and Active Leisure in Community Settings (QCF)</td>
<td>4863-26</td>
<td>501/0097/X</td>
</tr>
<tr>
<td>Level 2 Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (QCF)</td>
<td>4863-26</td>
<td>501/0099/3</td>
</tr>
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<td>Unit 314</td>
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<td>Unit 202</td>
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<td>Unit 209</td>
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<td>Working with participants with disabilities in sport and active leisure</td>
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<td>Unit 218</td>
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<td>59</td>
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<td>Unit 219</td>
<td>Talent identification in sport</td>
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### 1 Introduction to the qualification

This document contains the information that centres need to offer the following qualifications:

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<thead>
<tr>
<th>Qualification title and level</th>
<th>City &amp; Guilds qualification number</th>
<th>Qualification accreditation number</th>
<th>Last registration date</th>
<th>Last certification date</th>
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</thead>
<tbody>
<tr>
<td>Level 2 Award in Increasing participation in sport and active leisure in community settings (QCF)</td>
<td>4863-26</td>
<td>501/0098/1</td>
<td>31/05/2015</td>
<td>31/05/2017</td>
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<tr>
<td>Level 2 Certificate in Increasing participation in sport and active leisure in community settings (QCF)</td>
<td>4863-26</td>
<td>501/0097/X</td>
<td>30/06/2014</td>
<td>30/06/2016</td>
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<td>Level 2 Diploma in Increasing participation in sport and active leisure in community settings (QCF)</td>
<td>4863-26</td>
<td>501/0099/3</td>
<td>30/06/2014</td>
<td>30/06/2016</td>
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</tbody>
</table>

The Level 2 Award, Certificate and Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (QCF) provide some of the skills and knowledge required to assist those wanting to widen access to sporting activities within communities and by doing so increase participation rates in sport and active leisure by engaging communities and breaking down barriers to participation in sporting activities. Learners will have the opportunity to gain knowledge on the rules and regulations for various sports, how to identify talent in sport, how to work with participants with disabilities in sport and active leisure, along with building a legacy through sport.

Learners who have an interest in coaching will have the opportunity to gain knowledge in this area by taking the following units in either the Certificate or Diploma (these units make up the Level 2 Award in the Principles of Coaching Sport (QCF) and are included in NGB specific UKCC qualifications which are required to be able to coach sport):

- Unit 222 Understanding the fundamentals of coaching sport
- Unit 223 Understanding how to develop participant(s) through coaching sport
- Unit 224 Supporting participant(s)’ lifestyle through coaching sport
- Unit 225 Understanding the principles of safe and equitable coaching practice

The Level 2 Award, Certificate and Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (QCF) have been designed by City & Guilds in order to

- allow candidates from 14+ to learn, develop and practice the skills required for employment and/or career progression in the sport and active leisure sector
- provide technical certificates for the Apprenticeship Frameworks in Activity Leadership and Coaching
- link to Government aims of increasing the knowledge and skills of those young people (16+) and adults (18/19+) wanting to get back into education/learning (those disengaged from learning at an early age)
- provide ASL for the 14-19 Diploma in Sport & Active Leisure.
Specialist Learning (SL) offers young people the opportunity to study a particular topic in more depth or broaden their studies through complementary learning. These qualifications have been approved as SL by SkillsActive and OfQual for the Foundation/Higher Diploma in Sport & Active Leisure. It has been designed to:

- complement principal learning within the Foundation/Higher Diploma in Sport and Active Leisure
- provide a broad background understanding of the Sport and Active Leisure sector and an introduction to the practical skills and knowledge required
- provide an awareness of the range of jobs and work settings in the Sport and Active Leisure sector
- enable learners to make an informed assessment of their own aptitude for work in this sector and to make informed decisions about careers
- encourage learners to reach a level of knowledge and skills that will facilitate progress into further vocational learning or to potential employment in the sector
- introduce learners to the discipline of the working environment and to encourage mature attitudes to the community in general
- encourage learners to value continued learning and remain in the learning process
- allow learners to learn, develop and practise selected skills required for progression in the sector
- provide opportunities for progression to the Higher/Advanced Diploma in Sport and Active Leisure and other related qualifications in the sector.
1.1 Qualification structure

The diagram below illustrates the unit titles and the credit value of each unit. The title of the qualifications which will be awarded to candidates successfully completing the required combinations of units and/or credits is listed below.

To achieve the Level 2 Award in Increasing participation in sport and active leisure in community settings (QCF) (4863-26), learners must achieve 11 credits from the 3 mandatory units (203, 207 and 314)

To achieve the Level 2 Certificate in Increasing participation in sport and active leisure in community settings (QCF) (4863-26), learners must achieve 12 credits from the 4 mandatory units (203, 207, 314 and 202) and a minimum of 18 credits from the optional units available.

To achieve the Level 2 Diploma in Increasing participation in sport and active leisure in community settings (QCF) (4863-26), learners must achieve 12 credits from the 4 mandatory units (203, 207, 314 and 202) and a minimum of 28 credits from the optional units available.

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Mandatory/optional for full qualification</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>F/601/4316</td>
<td>Unit 203</td>
<td>Health, safety and welfare in sport and active leisure</td>
<td>Mandatory</td>
<td>3</td>
</tr>
<tr>
<td>M/601/4344</td>
<td>Unit 207</td>
<td>Factors affecting participation in sport and physical activity</td>
<td>Mandatory</td>
<td>3</td>
</tr>
<tr>
<td>J/601/4690</td>
<td>Unit 314</td>
<td>Sports development</td>
<td>Mandatory</td>
<td>5</td>
</tr>
<tr>
<td>D/600/8230</td>
<td>Unit 202</td>
<td>Safeguarding and protecting children and young people in sport and active leisure</td>
<td>Mandatory</td>
<td>1</td>
</tr>
<tr>
<td>A/601/4671</td>
<td>Unit 209</td>
<td>Sport and society</td>
<td>Optional</td>
<td>5</td>
</tr>
<tr>
<td>H/601/4731</td>
<td>Unit 211</td>
<td>Plan, deliver and evaluate sport and leisure activities</td>
<td>Optional</td>
<td>4</td>
</tr>
<tr>
<td>Y/600/1734</td>
<td>Unit 214</td>
<td>Understanding the active leisure and learning sector</td>
<td>Optional</td>
<td>2</td>
</tr>
<tr>
<td>K/502/2996</td>
<td>Unit 216</td>
<td>Working with participants with disabilities in sport and active leisure</td>
<td>Optional</td>
<td>7</td>
</tr>
</tbody>
</table>
1.2 Opportunities for progression
On completion of these qualifications candidates may progress into employment or to the following City & Guilds qualifications:

- Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services (QCF) (4863-21)
- Level 2 NVQ Certificate in Activity Leadership (QCF) (4965-02)
- Level 3 NVQ in Leisure Management
- Level 3 NVQ in Sports Development Increasing Participation in
- City & Guilds Level 3 Award, Certificate & Diploma in Sport (QCF) (4863-33)
- City & Guilds Level 3 Award, Certificate & Diploma in Increasing Participation in Sport & Active Leisure in Community Settings (QCF) (4863-36)
1.3 Qualification support materials
City & Guilds also provides the following publications and resources specifically for these qualifications:

<table>
<thead>
<tr>
<th>Description</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment pack for centres</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a> or Publications sales (EN-26-4863)</td>
</tr>
</tbody>
</table>

1.4 City & Guilds websites

<table>
<thead>
<tr>
<th>Website</th>
<th>Address</th>
<th>Purpose and content</th>
</tr>
</thead>
<tbody>
<tr>
<td>City &amp; Guilds main website</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
<td>This is the main website for finding out about City &amp; Guilds qualifications. It contains qualification documentation and updates.</td>
</tr>
<tr>
<td>Walled Garden</td>
<td><a href="http://www.walled-garden.com">www.walled-garden.com</a></td>
<td>The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.</td>
</tr>
</tbody>
</table>
2  Centre requirements

This section outlines the approval processes for centres to offer these qualifications and any resources that centres will need in place to offer the qualifications including qualification-specific requirements for centre staff.

Centres already offering City & Guilds qualifications in this subject area

There is no fast track approval provision for this qualification.

Existing centres wishing to offer these qualifications must use the standard Qualification Approval Process.

2.1  Resource requirements

Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- 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 delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and Internal Verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.
2.2 Candidate entry requirements
Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications, however, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

As part of the assessment for this qualification, candidates must have access to a work setting/placement within a sport/leisure facility.

Age restrictions
These qualifications are for learners aged 14+. Apart for this, there are no age limits attached to candidates undertaking the qualifications unless this is a legal requirement of the process or the environment.

Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.
3 Course design and delivery

3.1 Initial assessment and induction
Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify
- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification/s they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies
Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way which
- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualifications. This might include the following:
- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability.

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.
4  Assessment

4.1  Summary of assessment methods
The assessments for these qualifications will be through practical demonstration and assignments which will be externally set, internally assessed and externally verified. Please refer to the Assessment pack for these qualifications (see section 4.2)

City & Guilds provides the following assessments:
- Assignments - (EN-26-4863)

Time constraints
The following time constraints must be applied to the assessment of these qualifications:
- All assignments must be completed and assessed within the candidate’s period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

4.2  Assignments
A separate Assessment Pack is available for these qualifications www.cityandguilds.com or EN EN-26-4863

4.3  Recording forms
Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of Recording forms including examples of completed forms, for new and existing centres to use as appropriate.

Recording forms are available on the City & Guilds website http://www.cityandguilds.com/42834.html.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4.4  Recognition of prior learning (RPL)
Recognition of Prior Learning (RPL) recognises the contribution a person’s previous experience could contribute to a qualification.
- RPL is allowed and is also sector specific.
- Please refer to Appendix 1 “Relationships to other qualifications” which provides a mapping document to show how the units link to additional qualifications within the City & Guilds portfolio.
5 Units

Availability of units
The units for these qualifications follow.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ).

www.accreditedqualifications.org.uk

Structure of units
The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- details of the relationship between the unit and relevant national occupational standards
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria.

Summary of units

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Mandatory/optional unit</th>
<th>QCF unit number</th>
<th>Credits</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>F/601/4316</td>
<td>203</td>
<td>Health, safety and welfare in sport and active leisure</td>
<td>Mandatory</td>
<td>F/601/4316</td>
<td>3</td>
<td>30</td>
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<tr>
<td>M/601/4344</td>
<td>207</td>
<td>Factors affecting participation in sport and physical activity</td>
<td>Mandatory</td>
<td>M/601/4344</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>J/601/4690</td>
<td>314</td>
<td>Sports development</td>
<td>Mandatory</td>
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<td>5</td>
<td>42</td>
</tr>
<tr>
<td>D/600/8230</td>
<td>202</td>
<td>Safeguarding and protecting children and young people in sport and active leisure</td>
<td>Mandatory</td>
<td>D/600/8230</td>
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<td>10</td>
</tr>
<tr>
<td>A/601/4671</td>
<td>209</td>
<td>Sport and society</td>
<td>Optional</td>
<td>A/601/4671</td>
<td>5</td>
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<tr>
<td>H/601/4731</td>
<td>211</td>
<td>Plan, deliver and evaluate sport and leisure activities</td>
<td>Optional</td>
<td>H/601/4731</td>
<td>4</td>
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<tr>
<td>Y/600/1734 214</td>
<td>Understanding the active leisure and learning sector</td>
<td>Optional Y/600/1734 2 15</td>
<td>K/502/2996 216</td>
<td>Working with participants with disabilities in sport and active leisure</td>
<td>Optional K/502/2996 7 65</td>
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</tr>
<tr>
<td>A/601/4329 218</td>
<td>Rules, regulations and officiating in sport</td>
<td>Optional A/601/4329 4 35</td>
<td>K/601/4357 219</td>
<td>Talent identification in sport</td>
<td>Optional K/601/4357 3 25</td>
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<tr>
<td>M/601/4392 220</td>
<td>Building legacy through sporting events</td>
<td>Optional M/601/4392 3 30</td>
<td>M/601/4313 221</td>
<td>Communication and public relations for sports performers</td>
<td>Optional M/601/4313 3 25</td>
<td></td>
</tr>
<tr>
<td>J/601/2101 222</td>
<td>Understanding the fundamentals of coaching sport</td>
<td>Optional J/601/2101 3 22</td>
<td>Y/601/2104 223</td>
<td>Understanding how to develop participant(s) through coaching sport</td>
<td>Optional Y/601/2104 2 12</td>
<td></td>
</tr>
<tr>
<td>H/601/2106 224</td>
<td>Supporting participants(s)' lifestyle through coaching sport</td>
<td>Optional H/601/2106 2 16</td>
<td>M/601/2108 225</td>
<td>Understanding the principles of safe and equitable coaching practice</td>
<td>Optional M/601/2108 2 13</td>
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<tr>
<td>M/601/7700 226</td>
<td>People skills in sport and active leisure</td>
<td>Optional M/601/7700 3 24</td>
<td>M/601/4702 301</td>
<td>Events organisation in a sport and leisure environment</td>
<td>Optional M/601/4702 3 27</td>
<td></td>
</tr>
</tbody>
</table>
Unit 203  Health, safety and welfare in sport and active leisure

Level: 2

Credit value: 3

Unit aim
This unit introduces learners to the legal requirements, principal Health and safety legislation and how these are applied in the workplace.

Learners must have access to sport and leisure environment in which to conduct a risk assessment.

Learning outcomes
There are four outcomes to this unit. The learner will be able to:
203.1: Understand health and safety requirements of employees in sport and active leisure
203.2: Understand how to contribute to a safe workplace
203.3: Understand risks and hazards in sport and active leisure
203.4: Understand how to respond to accidents, incidents and emergencies in sport and leisure

Guided learning hours
It is recommended that 30 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the Level 2 NOS C22 - Promote safety in the sport and activity environment

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 203  Health, safety and welfare in sport and active leisure

203.1 Understand health and safety requirements of employees in sport and active leisure

Underpinning knowledge
The learner can:
1. describe responsibilities of employees under health and safety legislation
2. identify sources of health and safety information available to employees
3. explain the importance of health, safety and good welfare in the workplace.

Range

Legislation
Health and Safety at work act, MOSAWR, Manual HandlingRegs, COSHH Regs, PPE Regulations

Sources
Line manager, staff handbook, 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, noticeboards, safety posters/signs

Importance
Employer/employees, customers
Unit 203  Health, safety and welfare in sport and active leisure

203.2 Understand how to contribute to a safe workplace

Underpinning knowledge
The learner can:
1. list causes of slips, trips and falls in the workplace
2. state how to minimise the risk of slips, trips and falls
3. identify precautions that must be taken when undertaking manual handling
4. identify injuries from incorrect manual handling
5. identify the correct lifting procedure
6. describe situations when PPE must be worn
7. describe priorities for dealing with hazardous substances in the workplace.
8. outline employers’ health and safety responsibilities.

Range

Causes
Environment, individual

Precautions
Task, load, individual, environment

Situations
When damage to self/injury is possible, working with or exposed to sharp, heavy, unstable objects, hot/cold environments, dusts, gases, noise, radiation, infections

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

Responsibilities
To staff, to customers
Unit 203  Health, safety and welfare in sport and active leisure

203.3 Understand risks and hazards in sport and active leisure

Underpinning knowledge
The learner can:
1. define hazard
2. define risk
3. describe the stages of a risk assessment in the workplace
4. explain the importance of regular safety checks.

Range

Hazard
Something with the potential to cause harm

Risk
The probability of harm (injury) occurring as a result of exposure to hazards

Stages
Identify hazards, assess the risks, apply control measures (precautions), provide instruction to staff, review risk assessments regularly
Unit 203 Health, safety and welfare in sport and active leisure

203.4 Understand how to respond to accidents, incidents and emergencies in sport and leisure

Underpinning knowledge
The learner can:
1. identify the requirements for reporting accidents and incidents at work
2. describe the employer's responsibility for dealing with minor injuries at work
3. explain the importance of emergency action plans in the workplace
4. describe a typical emergency action plan in sport and active leisure.

Range

Requirements
Covered under RIDDOR, reporting serious injuries/illnesses to the HSE/Local Authority Safety Officer, keeping an accident book, reporting serious incidents (structural failure, explosions, gas escapes) and near misses, outbreaks of serious diseases

Employer's responsibility
Providing suitable and sufficient first aid equipment, training and having available qualified first aiders, training staff to support first aid incidents

Importance
To provide a clear plan of escape, contingency for emergencies, provide clear instructions, communications plan, liaison with emergency services, delegate responsibilities

Emergency
Power failure, explosion, gas escape, structural failure, public disorder, fire, flood, terrorist attack
Unit 207  Factors affecting participation in sport and physical activity

Level: 2

Credit value: 3

Unit aim
This unit enables learners to consider the different factors that affect participation by individuals in sport. The unit aims to give learners a foundation understanding of the social, individual and cultural influences that affect participation as well as some of the benefits of sport and physical activity.

Learners will investigate participation rates amongst individuals and discuss the enabling and constraining factors that influence participation rates and how these may be overcome.

Learning outcomes
There are two outcomes to this unit. The learner will be able to:
207.1: Understand participation in sport and physical activity
207.2: Understand factors that affect participation in sport and physical activity

Guided learning hours
It is recommended that 21 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the Level 2 NOS:
- A54 - Contribute to joint working with other organisations
- B11 - Support the development of the sport or activity
- D31 - Contribute to participants' personal and social development

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 207  Factors affecting participation in sport and physical activity

207.1  Understand participation in sport and physical activity

Underpinning knowledge
The learner can:
1. identify reasons for participating in sport and physical activity
2. describe how regular participation in sport and physical activity benefits individuals
3. identify recommended levels of physical activity for individuals.

Range

Benefits
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

Individuals
Children, adults, seniors
Unit 207  Factors affecting participation in sport and physical activity

207.2 Understand factors that affect participation in sport and physical activity

Underpinning knowledge
The learner can:
1. identify factors that affect individual participation in sport
2. describe why some individuals are more able to participate than others
3. explain strategies to improve individual participation rates in sport and physical activity.

Range

Factors
Age, disability, ethnicity, socio-economic group, 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
Awareness, campaigns, events and facilities, ‘taster sessions’, family activities, improved school sports experiences
Unit 314  Sports development

Level: 3

Credit value: 5

Unit aim
This unit considers the benefits of participating in sport and the importance of developing sport for the nation. The unit also investigates reasons that hinder participation. Learners will research strategies and methods to encourage and motivate people into participating, taking into account barriers that need to be overcome.

This unit will consider national providers of sport development and related organisations.

This unit is a useful subject for all learners but particularly those interested in working in a sport development field.

Learning outcomes
There are four learning outcomes to this unit. The learner will be able to:
314.1: Understand the benefits of sport and active leisure
314.2: Understand methods used to increase participation in sport and active leisure
314.3: Understand the main roles of stakeholders involved in developing sport
314.4: Understand the importance of access to sport and active leisure

Guided learning hours
It is recommended that 42 hours should be allocated for this unit.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the NOS:
- A54 - Contribute to joint working with other organisations
- B11 - Support the development of the sport or activity
- D31 - Contribute to participants’ personal and social development
- D61 - Facilitate community-based sport and physical activity
- D62 - Support the development of sport and physical activity in education

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 314  Sports development
314.1 Understand the benefits of sport and active leisure

Underpinning knowledge
The learner can:
1. identify physical benefits of sport and active leisure.
2. describe psychological benefits of sport and active leisure
3. explain how sport can benefit local communities
4. define sport development
5. explain why sports development is important to the nation.

Range

Physical benefits
Better health, improved fitness, reduced levels of obesity, better weight management, longer lifespan, more capable of coping with physical stress

Psychological benefits
Improved self esteem, greater confidence, reduced anxiety and stress, reduced depression, ability to relax more easily, improved sleep, relieves tension, mental resilience

Local communities
Crime reduction, social cohesion, integration of marginalised communities, ethnic engagement, reducing smoking, drugs and alcohol abuse, reducing bullying, getting communities more active

Important
Better health, reduced obesity, saved costs to the NHS, less time sick, greater productivity, more national sporting success, more gold medals, increased national pride, creation of young role models
**Unit 314**  
**Sports development**

314.2 Understand methods used to increase participation in sport and active leisure

**Underpinning knowledge**

The learner can:

1. identify **traditional methods** of increasing participation in sport and active leisure
2. describe **innovative methods** of increasing participation in sport and active leisure in the community
3. describe **strategies** to motivate people in sport and active leisure
4. describe **sports development skills** required to maintain high levels of participation in sport and active leisure.

**Range**

**Traditional methods**

Taster sessions, junior development programmes, school visits, club memberships, club trials

**Innovative methods**

Drop in sessions, street games, unusual venues, formal and informal settings, outdoor expeditions, tournaments and competitions, adapted games

**Strategies**

Making sessions fun, creating competition, encouragement, providing opportunities for progression, recognition of achievement, praise, positive reinforcement, medals, trophies, delegating tasks/responsibility (team captain, cheerleader, supporter), getting parents/friends, family involved

**Skills**

Good leadership, diplomacy, partnership working, coaching skills, good motivator, people orientated, friendly, positive attitude, fair play, equal opportunity minded, doesn’t pre judge, energetic
Unit 314  | Sports development
314.3  | Understand the main roles of stakeholders involved in developing sport

**Underpinning knowledge**
The learner can:
1. identify **organisations** that fund sport in the UK
2. identify **national organisations** responsible for sports development
3. describe the different **roles of organisations** that deliver sport in the local community
4. describe the **role of sports development officers**.

**Range**

**Organisations**
National Lottery, Central Government (DCMS), Local Authorities, UK Sport, Sports Councils, commercial sponsors

**National organisations**
Youth Sports Trust, Schools, Colleges, Universities, Local Authorities County Sports Partnerships, National Governing Bodies

**Roles of organisations**
Participation, performance, elite sports, talent identification, community engagement, fit clubs, Schools (teams, after schools clubs), voluntary sports clubs, football academies

**Role of sports development officers**
Provide links between schools, clubs and communities, promote participation, provide opportunities for sport, facilitate competitions, secure facilities, seek funding, liaise between sports providers and sponsors, engage with minority and under represented groups
Unit 314  Sports development
314.4 Understand the importance of access to sport and active leisure

Underpinning knowledge
The learner can:
1. identify barriers to access in sport and active leisure
2. identify under represented groups in sport and active leisure
3. explain how barriers to participation can be overcome.

Range

Barriers
Cost, Social disadvantage, poor education, lack of information, travel, distance, health, fitness, prejudice, ethnic, religious, gender, sexual discrimination, clothing, stereotyping, elitist attitudes

Groups
Ethnic minorities, women, senior citizens, teenagers, people with disabilities, socially disadvantaged, unemployed, young offenders, drug and alcohol rehabilitees

How
Affordable prices/free of charge, taking sport to the community, engaging with under represented groups, providing what they want, providing/funding facilities, education programmes, publicity, celebrity endorsement/participation, legislation, linking communities, modify facilities/equipment, provide/train sports coaches/leaders
Unit 202  Safeguarding and protecting children and young people in sport and active leisure

Level:  2

Credit value:  1

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.

Learning outcomes
There are four outcomes to this unit. The learner will be able to:

202.1: Know the foundations of safeguarding and protecting children and young people
202.2: Understand how to implement key principles of safeguarding children and young people in sport and active leisure
202.3: Understand how to recognise indicators of abuse and neglect
202.4: Understand how to respond to reports or suspicion of child abuse and neglect

Guided learning hours
It is recommended that 10 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the Level 2 NOS:

- C22 - Promote safety in the sport and activity environment
- C36 - Support the protection of children from abuse

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 202  Safeguarding and protecting children and young people in sport and active leisure

202.1 Know the foundations of safeguarding and protecting children and young people

**Underpinning knowledge**

The learner can:

1. describe what is meant by safeguarding, protecting and promoting the welfare of children
2. identify the **principles** that underpin work to safeguard and protect children and young people in sport and active leisure
3. describe what constitutes **good working practice** for the safeguarding and protecting of children and young people in sport and active leisure.

**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.
Unit 202  Safeguarding and protecting children and young people in sport and active leisure

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

Underpinning knowledge
The learner can:
1. describe how to communicate effectively with children and young people
2. describe how to establish rapport and respectful relationships with children, young people, their families and carers
3. explain the importance of demonstrating fair play in sport and active leisure
4. describe how to ensure all children and young people are treated fairly in sport and active leisure
5. describe how to implement duty of care in the safeguarding of children and young people.

Range

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.
Unit 202  Safeguarding and protecting children and young people in sport and active leisure
202.3 Understand how to recognise indicators of abuse and neglect

Underpinning knowledge
The learner can:
1. identify the different types of child abuse or neglect
2. identify the indicators of child abuse or neglect
3. explain how to be alert to potential indicators of child abuse or neglect
4. explain how to be alert to risks which individual abusers, or potential abusers may pose to children.

Range

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
Unit 202  Safeguarding and protecting children and young people in sport and active leisure

202.4 Understand how to respond to reports or suspicion of child abuse and neglect

Underpinning knowledge
The learner can:
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
2. explain the importance of sharing information regarding child abuse and neglect
3. explain the importance of maintaining confidentiality in relation to child abuse and neglect
4. describe the procedure to respond to a report of child abuse and neglect
5. describe what to do when experiencing barriers to reporting child abuse and neglect.
6. identify organisational policies and procedures for safeguarding and protecting children and young people in sport and active leisure.

Range

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
Unit 209  
Sport and society

Level:  
2

Credit value:  
5

Unit aim
This unit enables learners to consider, explore and discuss the relationship between sport and society. The unit aims to allow learners to develop independent thinking and analysis skills as well as giving them the opportunity to discuss relevant current issues and topics in relation to sport.

Learners will explore the history and development of sport as well as the effects of issues such as ‘deviance’ (e.g. gamesmanship and cheating, violence, hooliganism and drugs), the media and increasing commercialism on sport.

Whilst the unit is mainly theoretical it is envisaged that learners will engage in lively discussion and debate.

Learning outcomes
There are three outcomes to this unit. The learner will be able to:

209.1: Understand the key characteristics of the history and development of sport
209.2: Know the roles of key organisations and agencies in the development and organisation of sport in the UK
209.3: Understand the current issues in sport

Guided learning hours
It is recommended that 39 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the NOS:

- A54 - Contribute to joint working with other organisations
- B11 - Support the development of the sport or activity
- SC2 - Work in partnership to reduce crime and anti-social behaviour

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 209   Sport and society
209.1 Understand the key characteristics of the history and development of sport Underpinning knowledge

Underpinning knowledge
The learner can:
1. describe the key characteristics of sport and society in pre-industrial britain
2. describe the key characteristics of sport and society in industrialised britain
3. describe the key characteristics of modern sports and society.
Unit 209  

209.2  

Sport and society  

Know the roles of key organisations and agencies in the development and organisation of sport in the UK

Underpinning knowledge  
The learner can:
1. identify the key agencies involved in the organisation and development of sport  
2. describe the **roles** of key agencies in the organisation and development of sport in the UK.

Range

Roles  
Development, grassroots, funding, facility development, elite sport, competitions, government, independent, national, regional, local, drug testing
Unit 209  Sport and society
209.3  Understand the current issues in sport

Underpinning knowledge
The learner can:
1. identify current issues in sport
2. identify the different types of drugs used by athletes
3. describe the issues surrounding the use of drugs in sport
4. describe the impact of increasing media coverage and commercialism on sport
5. describe the issues surrounding violence, aggression and hooliganism in sport.

Range

Types
Anabolic steroids, stimulants Beta-blockers, blood doping and spinning, diuretics, Peptide Hormones (EPO), narcotic analgesics (pain killers), recreational drugs, alcohol, tobacco

Impact
Positive
Increase in income for some sports, increased sponsorship and commercial activity, improvement in stadia and facilities and/or equipment, improvements in quality of players and competition available (Champions League and foreign players), increase in jobs and careers related to ‘sport’, reduction in hooliganism, increased access for supporters to ‘live’ sports, ability to watch and consume ‘different’ sports

Negative
Increase pressure for players, managers and coaches, increase in player wages and involvement of agents, loss of privacy for players, managers, coaches, dominance of some sports to detriment of others, dominance of male sports, increased cost of consuming sports (pay-to-view, annual subscriptions), change to rules and timings of sports, increased ticket prices to live sports events, alienation of ‘traditional’ supporters

Issues
Bad reputation for player, club/team and sport, loss of sponsorship revenue, reduction in attendance and income, loss of job, decrease in uptake of sport, injury and death, damage to stadia and surrounding areas/property, increased policing costs
Unit 211 Plan, deliver and evaluate sport and leisure activities

Level: 2
Credit value: 4

Unit aim
This unit builds on previous learner experiences of planning, delivering and evaluating sports and activity leadership and coaching as a participant.

The unit enables learners to take ownership and responsibility for planning, delivery, analysis and review. Learners will actively plan, deliver and analyse their performance as a leader/coach and participate in a range of practical activities.

Learning outcomes
There are three outcomes to this unit. The learner will:
211.1: Be able to produce plans of activity for different sports and leisure activities
211.2: Be able to deliver different sport and leisure activities
211.3: Be able to evaluate sport and leisure activities

Guided learning hours
It is recommended that 32 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the Level 2 NOS:
- D21 - Prepare for a session
- D22 - Lead a session
- D23 - Conclude and review a session

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 211 Plan, deliver and evaluate sport and leisure activities

211.1 Be able to produce plans of activity for different sports and leisure activities

Practical skills
The learner can:
1. produce activity plans for sport and active leisure

Underpinning knowledge
The learner can:
1. list information required to plan activities effectively
2. describe health, safety and security requirements for delivering sport and leisure activities safely
3. state procedures for dealing with worn, damaged or missing equipment
4. describe consequences of poorly planned activities
5. describe circumstances that may require a change to a plan of activity
6. identify alternative activities that may be used to meet the same outcomes of a plan.

Range

Information
Facilities, equipment, age and ability of participants, time available, aims and objectives, safeguarding children and young people (e.g. CRB or similar checks, coaching qualification and experience of staff)

Requirements
Appropriate skills and experience of leader, completed risk assessments, check of facilities, equipment and participants (clothing, footwear, jewellery), insurance, medical/first aid, contact details/personal information (medical), personal belongings, emergency telephone, clothing, equipment checks, facility checks, warming up, stretching, cooling-down

Procedures
Remove from use, report, replace/re-order

Consequences
Injury, ineffective delivery, poor progress/development of participants, litigation, poor reputation, financial loss

Circumstances
Facility related (too small/big), participant related (numbers, ability), equipment related (appropriate, quality), weather
Unit 211 Plan, deliver and evaluate sport and leisure activities
211.2 Be able to deliver different sport and leisure activities

Practical skills
The learner can:
1. prepare for the delivery of activities
2. deliver different sport and leisure activities
3. bring sport and leisure activities to an end

Underpinning knowledge
The learner can:
1. describe warm-up activities
2. describe main-body activities, skills or drills
3. describe cool-down activities
4. identify criteria to consider when determining warm up and cool down activities
5. explain factors that contribute to effective delivery of sporting activities
6. describe actions used to bring an activity to a satisfactory conclusion.

Range

Warm-up
Mobility, pulse-raisers, basic stretches to muscle groups, second pulse-raiser or mini-game activity

Main-Body
Circuits, team games, multi skilled activities

Cool-down
Pulse decreased steadily, basic stretching to major muscle groups

Criteria
Main-body activity, participants, facilities, time available

Factors
Appropriate for level (coach and participants), organised, safe, effectively communicated, game-based, enjoyable, facilities, equipment, deliverable in the time planned

Actions
Participant de-brief/review/evaluation, equipment checked, equipment safely put away, participants and coaches egress facility safely
Unit 211 Plan, deliver and evaluate sport & leisure activities

211.3 Be able to evaluate sport and leisure activities

**Practical skills**
The learner can:
1. review planning of sport and leisure activities
2. review delivery of sport and leisure activities
3. identify the strengths and areas for development in the planning and delivery of sport and leisure activities.

**Underpinning knowledge**
The learner can:
1. explain the importance of reviewing a sport and leisure activity
2. identify **sources** of feedback following an activity
3. describe strategies used to improve sport and leisure activities.

**Range**

**Sources**
Participants, colleagues, coaches/mentors/leaders, officials, parents/carers
Unit 214  Understanding the active leisure and learning sector

Level: 2
Credit value: 2

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
- career opportunities

Learning outcomes
There are three outcomes to this unit. The learner will be able to:
214.1: Know the key features of the Active Leisure and Learning sector
214.2: Know the key features of the Active Leisure and Learning subsector in which they work
214.3: Know employment and career opportunities in the Active Leisure and Learning subsector which they work

Guided learning hours
It is recommended that 15 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit also sits within the 4835-02 Level 2 Award in Employment Awareness in Active Leisure and Learning

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 214  
**Understanding the active leisure and learning sector**

214.1 Know the key features of the Active Leisure and Learning sector

**Underpinning knowledge**

The learner can:

1. describe the **size and scope** of the active leisure and learning sector
2. describe the **contribution** to society of the active leisure and learning sector
3. outline the **role** of the sector skills council for the active leisure and learning sector
4. identify the main **subsectors** within the Active Leisure and Learning sector.

**Range**

**Size and scope**

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

**Subsectors**

Sport and recreation, health and fitness, playwork, the outdoors, caravans
Unit 214  Understanding the active leisure and learning sector

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

Underpinning knowledge
The learner can:
1. describe the composition of their subsector in terms of public, private and voluntary organisations
2. identify the size of their subsector in terms of employment and participation
3. outline the essential principles, values or codes of practice in their subsector
4. identify the roles of key organisations in their subsector, including any representative and regulatory bodies, trade unions and trade associations.

Range

Key organisations
Consumer groups, professional bodies, user groups, service providers (public, private, voluntary)
Unit 214  Understanding the active leisure and learning sector

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

**Underpinning knowledge**

The learner can:

1. identify sources of information on career progression, training and education
2. identify the main job roles within their subsector
3. identify potential career pathways in their subsector
4. identify the key factors that help people progress in their careers in the subsector
5. outline how people can transfer from one subsector to another.

**Range**

**Sources of information**

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

**Pathways**

Subsector specific, supervisory, management

**Key factors**

Personal qualities/development, work experience
Unit 216  Working with participants with disabilities in sport and active leisure

Level:  2
Credit value:  7

Unit aim
This unit is aimed at those who work/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.

Learning outcomes
There are three outcomes to this unit. The learner will be able to:
216.1: Describe the key issues which affect participants with disabilities
216.2: Review safe working practices
216.3: Lead sport and leisure activities for participants with disabilities

Guided learning hours
It is recommended that 65 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit contributes towards the knowledge and understanding required for the following units:
- D24 - enable people with disabilities to take part in activities
- D442 - adapt a physical activity programme to the needs of disabled clients

Assessment
This unit will be assessed by: An assignment covering practical skills and knowledge.
Unit 216  Working with participants with disabilities in sport and active leisure

216.1  Describe the key issues which affect participants with disabilities

Underpinning knowledge

The learner can:

1. outline key considerations when working with participants with disabilities/impairments
2. describe the models of disability
3. outline barriers to participation for people with disabilities
4. describe the pathways in which participants with disabilities can be included in sport and leisure activities
5. describe examples of sport and leisure activities that can be accessed by participants with disabilities
6. outline the purpose of key organisations associated with disability in Sport and Active Leisure in the UK
7. outline the main acts of parliament and practices that relate to working with participants with disabilities
8. explain how facilities may be adapted for participants with disabilities in the Sport and Active Leisure Industry.

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
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
Unit 216  Working with participants with disabilities in sport and active leisure

216.2  Review safe working practices

Practical skills
The learner can:
1. follow health and safety procedures
2. carry out risk assessments
3. review EOPs/NOPs (Emergency Operational Procedures/Normal Operating Procedures)

Underpinning knowledge
The learner can:
1. identify potential additional health and safety issues where working with participants with disabilities
2. identify additional hazards that may need to be considered when working with participants with disabilities
3. explain the importance of carrying out a risk assessment
4. outline the key stages of a risk assessment
5. describe procedures for controlling the risk arising from hazards
6. identify key features of EOPs/NOPs (Emergency Operational Procedures/Normal Operating Procedures)
7. describe the types of specialist equipment that may be required for participants with disabilities
8. explain the importance of reviewing health and safety practices.

Range

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
Unit 216 Working with participants with disabilities in sport and active leisure

216.3 Lead sport and leisure activities for participants with disabilities

Practical skills
The learner can:
1. prepare to deliver sport and leisure activities to participants with disabilities
2. deliver sport and leisure activities to participants with disabilities
3. communicate effectively with participants with disabilities
4. use resources effectively with participants with disabilities
5. review sport and leisure activities

Underpinning knowledge
The learner can:
1. outline the considerations when preparing to deliver sport and leisure activities for participants with disabilities
2. outline the importance of profiling
3. outline communication issues that may arise when working with participants with disabilities
4. identify communication skills and methods that may be required to work effectively with participants with disabilities
5. describe types of resources that may be required to deliver effective sport and leisure activities for participants with disabilities
6. outline the importance of feedback and evaluation
7. outline key features of an effective session.

Range

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
Unit 218  Rules, regulations and officiating in sport

Level: 2

Credit value: 4

Unit aims
This unit introduces learners to officiating in sport. The unit enables learners to consider the importance of the skills, qualities and responsibilities of officials as well as enabling them to explore the different types and roles of officials in sport.

The unit has elements of practical performance and it is expected that learners are engaged with the analysis and review of other officials as well as self-review. Learners are encouraged to experience a range of officiating roles within the unit in order for them to gain good foundation knowledge of officiating.

It is hoped that learners will gain a deeper insight into the importance of officiating and that they are able to reflect upon the value of officials in maintaining sport. Learners should be encouraged to develop their officiating further as a result of this unit.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
218.1: Know the roles, skills, knowledge and responsibilities of sports officials
218.2: Know the rules and regulations of a sport
218.3: Be able to review the performance of officials in sport
218.4: Be able to officiate a sport

Guided learning hours
It is recommended that 35 hours should be allocated for this unit. This may be on a full or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the Level 2 NOS:
- OF1 - Develop and maintain own ability to apply rules/laws within the spirit of the sport/activity
- OF2 - Contribute to the health, safety and protection of participants and others during the sport/activity
- OF3 - Establish and maintain effective working relationships as an official
- OF4 - Apply rules/laws during performance
- OF5 - Handle and communicate information as an official

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 218  Rules, regulations and officiating in sport
218.1 Know the roles, skills, knowledge and responsibilities of sports officials

Underpinning knowledge
The learner can:
1. identify different types of sports officials
2. identify different roles of officials in sport
3. identify skills and knowledge required to be an effective official in sport
4. outline the responsibilities of sports officials.

Range

Types
Referees, line-judges, timekeepers, judges, scorers, assistant referees, umpires, video-referees, ‘extra’ officials ('4th official'), stewards and/or marshals

Roles
Judge, arbiter, decision-maker, timekeeper, scorekeeper, safety, role-model

Skills & Knowledge
Rules/laws of the game, communication (e.g. verbal, non-verbal - body language and gestures, signs, use of whistle), developing and maintaining relationships, decision-making, organisation

Responsibilities
Fairness, equality, application of rules/laws; safety and well-being of players/participants, spectators, supporters and other officials, clarity and consistency, reports (match reports, safety reports, disciplinary reports), professional approach and role-model (dress, language, attitude)
Unit 218  Rules, regulations and officiating in sport

218.2 Know the rules and regulations of a sport

**Underpinning knowledge**

The learner can:

1. identify the key rules of a sport
2. identify the laws and regulations of a sport.
Unit 218  Rules, regulations and officiating in sport
218.3 Be able to review the performance of officials in sport

Practical skills
The learner can:
1. complete observation feedback forms on sports officials
2. identify strengths and areas for development in the performance of sports officials

Underpinning knowledge
The learner can:
1. describe how to review the performance of officials.

Range

Strengths and areas for development
Against expected levels of competence, application of the rules, regulations and laws, decision-making managing discipline and conflict, use of signals and communication methods, relationships with players/participants and officials ('teamwork'), health, safety and security
Unit 218  Rules, regulations and officiating in sport
218.4  Be able to officiate a sport

Practical skills
The learner can:
1. carry out an officiating role in a sport
2. review own performance
3. evaluate own strengths and areas for development in performance as a sports official

Underpinning knowledge
The learner can:
1. describe how to carry out the role of a sports official
2. describe methods to improve performance as a sports official.
Unit 219  Talent identification in sport

Level: 2

Credit value: 3

Unit aim
This unit introduces learners to the importance and relevance of talent identification and development systems in sport and competition pathways. In addition, learners will have the opportunity to consider the predictors of talent for individuals as well as to undertake independent research activity into the types and quality of past, current and/or future programmes.

Learners will have the opportunity to explore and discuss the influences and benefits of and success of talent identification and development systems/programmes.

Centres are encouraged, where possible, to make use of available trips, visits and guest speakers to enliven discussions and bring reality to research and assessment tasks.

Learning outcomes
There are three learning outcomes to this unit. The learner will be able to:
219.1: Know the predictors used to identify potential and talent in sport
219.2: Understand how sporting talent is developed and maintained
219.3: Understand reasons for developing talent identification systems

Guided learning hours
It is recommended that 25 hours should be allocated for this unit. This may be on a full or part-time basis.

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 219  
Talent identification in sport

219.1  
Know the predictors used to identify potential and talent in sport

Underpinning knowledge
The learner can:
1. define talent identification
2. identify potential **predictors** of talent in sport
3. describe how predictors are used to identify potential **participation pathways**.

Range

**Predictors**
Social, physical, physiological, psychological, technical/skill

**Participation pathways**
Unisport/team sport, multisport, unidimensional, multidimensional
Unit 219 Talent identification in sport
219.2 Understand how sporting talent is developed and maintained

Underpinning knowledge
The learner can:
1. outline the aim of the sports development continuum
2. identify key personnel who contribute to the success of talent development
3. identify factors which impact on talent development
4. describe methods used to engage individuals with talent.

Range
Key personnel
Mentors, parents, coaches, teachers, leaders, role models, peers

Factors
Ambition, socio-economic status, support, facilities, access, awareness
Unit 219  Talent identification in sport
219.3 Understand reasons for developing talent identification systems

Underpinning knowledge
The learner can:
1. explain the importance of investing in talent identification systems
2. describe benefits of talent identification systems to individuals
3. describe benefits of talent identification systems to organisations
4. identify threats to the success of talent identification systems.

Range

Individuals
Athletes/performers

Organisations
National Governing Bodies, education (primary & secondary schools, colleges), teams/clubs

Threats
Funding, facilities, poor use of talent predictors, coaching, political agendas
Unit 220  Building legacy through sporting events

Level:  2

Credit value:  3

Unit aim
This unit aims to give learners an insight to reasons that governments, companies and individuals invest considerable time and money on sport, sports development and the organisation of sporting events.

The unit will encourage learners to explore both the perceived and real benefits of investment in sport. Learners will look to past, current and future case-studies to explore the rationale and motivations for sports development and investment in international sports events. In doing so learners will uncover the ‘legacy’ of sport.

Learners will be encouraged to discuss and undertake independent research activities during this unit and it is hoped that they will develop their own ideas, opinions and thinking skills. As a result the unit has steered away from too much prescribed content in an attempt to encourage learners and teachers to develop independent ideas.

Learners will need to have prior understanding of sport development

Learning outcomes
There are three learning outcomes to this unit. The learner will be able to:

220.1: Know the benefits of sport to individuals, communities and nations
220.2: Know the relationship between sports events and legacy
220.3: Understand the factors that help to make sports legacy successful

Guided learning hours
It is recommended that 30 hours should be allocated for this unit. This may be on a full or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the following NOS:
- D210 - Promote equality and diversity in sport and physical activity
- D61 - Facilitate community-based sport and physical activity
- SC2 – Work in partnership to reduce crime and anti-social behaviour

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 220  

Building legacy through sporting events

220.1  
Know the benefits of sport to individuals, communities and nations

**Underpinning knowledge**

The learner can:

1. describe the principal benefits of sport to individuals
2. describe the principal benefits of sport to communities and nations
3. describe common community needs that could be resolved through sporting interventions.
Unit 220  
Building legacy through sporting events
220.2  
Know the relationship between sports events and legacy

Underpinning knowledge
The learner can:
1. describe **sporting legacy**
2. outline national sports legacy development initiatives and competition bids
3. describe how **major** sports events **impact on society** at a national and local level
4. describe the **impact** of major sports events on sport.

Range

**Sporting legacy**
Medal success, sports development, increased participation, facility development and capacity building, harnessing the power of sport events, social, economic, environmental, tourism and regeneration

**Major**
National, international, high profile

**Impact on society**
Economic, environmental, tourism and regeneration

**Impact on sport**
Medal success, sports development, increased participation, facility development, coaching and capacity development
Unit 220  Building legacy through sporting events
220.3 Understand the factors that help to make sports legacy successful

Underpinning knowledge
The learner can:
1. describe the factors that affect the success of sports legacy
2. identify measures that are used to evaluate the success of legacies through sport.

Range

Factors
Marketing (market research, activities), branding, quality of project/initiative, competition/competitors, price/cost and value for money, market environment, (recession, taxation, central funding/grants) demand/need, media coverage/exposure, income vs. expenditure/costs, environmental conditions (weather related)

Measures
Profit/profitability, income, expenditure, growth, sustainability (economic, environmental), achieving targets, aims and objectives, tourism, regeneration, increased employment and community engagement, improved infrastructure, improved and sustained participation rates
Unit 221  Communication and public relations for sports performers

Level: 2

Credit value: 3

Unit aim
This unit will enable the learner to explore the different forms of communication and codes of conduct that apply to different public relations activities. It will introduce the learner to the importance of personal and professional conduct at all times and enable them to develop a sense of their own image. The unit will also allow the learner to research different types of media coverage associated with sports performers.

Learning outcomes
There are three learning outcomes to this unit. The learner will:
221.1: Understand the principles of communication and public relations for sports performers
221.2: Know the influence media has on sport
221.3: Be able to participate in public relations activities

Guided learning hours
It is recommended that 25 hours should be allocated for this unit. This may be on a full or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the following NOS:
- C312 - Develop customer relationships
- C32 - Give customers a positive impression of yourself and your organisation
- ES7 - Communicate and work effectively with other people whilst seeking to achieve excellence in your sport

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 221 Communication and public relations for sports performers

221.1 Understand the principles of communication and public relations for sports performers

Underpinning knowledge

The learner can:
1. explain the importance of presenting a professional image
2. describe how to use different communication skills to support personal and professional development.

Range

Importance

Represent self, others, an organisation, seen as a role model

Communication skills

Listening skills including active listening and clarifying, body language, eye contact, facial expression, questioning
Unit 221 Communication and public relations for sports performers

221.2 Know the influence media has on sport

Underpinning knowledge
The learner can:
1. identify types of media that can impact on sport
2. describe positive effects of media involvement in sport
3. describe negative effects of media involvement in sport.

Range

Types
Television, radio, newspaper, magazines, internet, fan clubs, books

Positive effects
Promotion of sport, royalties, public awareness

Negative effects
Biased reporting, public perception, create unrealistic expectations, pressure on sports performers
Unit 221 Communication and public relations for sports performers

221.3 Be able to participate in public relations activities

Practical skills
The learner can:
1. prepare to participate in public relations activities
2. participate in public relations activities
3. reflect on and review performance in public relations activities

Underpinning knowledge
The learner can:
1. describe reasons for attending different types of public relations activities
2. explain the importance of preparing for a public relations activity
3. describe steps to prepare for public relation activities
4. describe protocols that should be followed for different types of public relations activities.

Range

Public relations activities
Testimonials, dinners, fund raising, presentation evenings, openings, official visits, media interviews/press conferences
Unit 222  Understanding the fundamentals of coaching sport

Level: 2
Credit value: 3

Unit aim
This unit assesses the coach's understanding of their role in the planning, implementing, analysing and revising coaching sessions. They also will identify a range of methods of developing learning, performance and the effective management of participant behaviour.

Learning outcomes
There are five outcomes to this unit. The learner will be able to:
222.1 Understand the role of a coach
222.2 Understand the coaching process
222.3 Understand participant(s)' learning styles
222.4 Understand behaviour management
222.5 Understand how to reflect on a coaching session

Guided learning hours
It is recommended that 22 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the following NOS:
- D472 - Plan a series of sports coaching
- D473.3 - Establish and maintain working relationships
- D474.1 - Prepare participants for coaching sessions
- D475 - Monitor and evaluate sports coaching sessions

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 222  Understanding the fundamentals of coaching sport

222.1  Understand the role of a coach

**Underpinning knowledge**

The learner can:

1. describe how to ensure that the participant is at the centre of the coaching process
2. explain how to empower participant(s)’ choice, discovery of solutions and need to develop at their own pace
3. describe how to develop and maintain positive relationships with and between participant(s)
4. describe how to provide a coaching environment that motivates, recognises and values diversity, controls risk, encourages challenge, enjoyment and achievement
5. identify methods to develop participant(s)’ confidence and self esteem
6. describe how to identify opportunities for the coach to reflect and develop their coaching practice
7. list the different support personnel that can contribute to coaching sessions
8. describe how support personnel can be used to contribute to coaching sessions
9. explain the importance of positively promoting the role of officials in competition
10. define what is acceptable in terms of a coach:participant relationship
11. explain the consequences of not adhering to the principles of what is acceptable in terms of a coach:participant relationship
12. identify the components of a Code of Practice for coaching which allows high standards of personal conduct to be maintained and a positive image of the sport to be projected
13. outline the types of information that the coach should provide to participant(s) after a coaching session.

**Range**

**Participant/(s)**

Adult, child, person with particular requirements

**Environment**

Safe, supportive, encouraging, enjoyable, relaxed, challenging

**Methods**

Praise, encouragement, support, maximum participation, attention

**Opportunities**

Debrief, evaluation, courses, colleagues

**Support personnel**

Assistant coaches, parents, volunteers, nutritionist, psychologist, physician, physiotherapist, physiologist

**Officials**

Referees, line judges, timekeepers, judges, scorers, assistant referees, umpires, video referees, extra officials (e.g. fourth official), stewards/marshals
Consequences
Accusations, loss of respect, damaged reputation, license revoked, loss of employment

Components
Personal, participants, spectators, officials, other coaching staff, rights, responsibilities, professional standard

Information
Review of session, storage of equipment, details of next session, dispersal arrangements
Unit 222  
Understanding the fundamentals of coaching sport

222.2  
Understand the coaching process

Underpinning knowledge
The learner can:
1. outline how to identify participant(s)’ needs
2. list the sources of information that a coach can use when planning and preparing coaching sessions
3. identify the types of information about participants which should be treated confidentially
4. describe the stages and components of the coaching process
5. describe how to plan coaching sessions that meet participant(s)’ needs
6. explain how individual coaching sessions support the aims of the wider coaching programme
7. explain the process of setting SMART goals/objectives
8. describe how to start and end a coaching session
9. explain how the physical and psychological capabilities of participant(s) will influence the content and structure of the session
10. describe different types of demonstrations that encourage learning
11. explain how to balance instruction, facilitation, and demonstration within sessions
12. describe how to use listening skills
13. describe how to select language that is appropriate to participant(s)
14. list how the coach can establish the views of participant(s) about the coaching sessions
15. identify situations when a coach may need to change or adapt a session
16. describe how to give constructive feedback to participant(s)
17. identify how to cater for an individual’s needs within group coaching
18. describe how to organise group coaching sessions.

Range

Needs
Health and safety, welfare, challenge, support, enjoyment, inclusion, respect, access, equipment

Sources of information
Participant, facility, mentor, National Governing Body, coaching publications, internet

Information about participants
Learning difficulties, medical conditions, contact details, personal circumstances

Stages and components
Plan, do, review

Aims
Safe, enjoyable, social development, health and fitness, personal development, progressive, talent identification
Situations
Weather, facility, equipment, participant numbers, performance, behaviour
Unit 222  Understanding the fundamentals of coaching sport
222.3  Understand participant(s)' learning styles

Underpinning knowledge
The learner can:
1. outline different learning styles and needs
2. explain how to consider participant(s)' learning styles and needs when planning coaching sessions
3. describe the difference between the ways that adults and children learn
4. define the principles of monitoring and evaluating learning
5. describe how the coach can support participant(s) in taking responsibility for their own learning
6. describe how to manage different learning styles and learning needs, in group coaching.

Range

Learning styles and needs
Visual, audible, reading, kinaesthetic

Principles
Collaborative, formative, open, supportive
Underpinning knowledge

The learner can:

1. identify the **principles** of positive behaviour management
2. describe how to develop a behaviour management strategy for coaching sessions
3. outline **ground rules** for positive behaviour during coaching sessions
4. outline the methods of communicating and implementing **ground rules**
5. explain the importance of fair and consistent behaviour management
6. explain how to encourage and reward positive behaviour
7. identify the types of behaviour by participant(s) and others that may cause emotional distress
8. explain how to respond as a coach to behaviour by participant(s) that may cause emotional distress
9. describe how to respond to **discriminatory behaviour**
10. describe the procedures to be followed if a participant wants to complain about discrimination.

**Range**

**Principles**
Ground rules, shared responsibility, praise

**Ground rules**
Appropriate language, listening, respect, effort, teamwork

**Discriminatory behaviour**
Bullying, sexism, racism, ageism
Unit 222 Understanding the fundamentals of coaching sport

222.5 Understand how to reflect on a coaching session

Underpinning knowledge

The learner can:

1. identify valid sources of feedback from participant(s) and support staff
2. explain how to do each of the following as part of self-reflection:
   - make self-assessment of skill level
   - identify action to be taken
3. use different methods of self-reflection
4. outline how to use evidence of own performance
5. list factors that impact on the ability to identify own development needs
6. identify methods for personal action planning and the prioritisation of such planning
7. describe how to measure each of the following:
   - the quality of the coaching experience
   - participant development
8. the quality assurance mechanisms used
9. describe how to use information taken from evaluations to improve the programme/session.

Range

Evidence
Statistics, performance scores/results, times, video footage.

Factors
Subjective, ability to observe, mental attitude
Unit 223  Understanding how to develop participant(s) through coaching sport

Level: 2
Credit value: 2

Unit aim
This unit assesses the coach’s understanding of the principles of planning, delivering and evaluating coaching sessions which improve participant(s)’ performance in sport.

Learning outcomes
There are four outcomes to this unit. The learner will be able to:
223.1 Understand the principles of planning coaching sessions
223.2 Understand the principles of skill development through coaching sessions
223.3 Understand the how the stages of participant(s)’ development impact on their coaching
223.4 Understand the principles of evaluation in coaching

Guided learning hours
It is recommended that 12 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the following NOS:
- D472 - Plan a series of sports coaching sessions
- D473 - Prepare the sports coaching environment
- D474 - Deliver a series of sports coaching sessions
- D475 - Monitor and evaluate sports coaching sessions

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 223  
Understanding how to develop participant(s) through coaching sport

223.1  
Understand the principles of planning coaching sessions

Underpinning knowledge
The learner can:

1. identify the information required to plan coaching sessions
2. identify health and safety requirements that may impact on coaching sessions
3. describe how to establish goals for coaching sessions based on participant(s)’ needs
4. identify sport-specific technical content to be included in coaching session plans
5. list a range of coaching styles
6. explain the use of different coaching styles
7. describe how fun and enjoyment in coaching sessions can impact on learning
8. describe the components of planning a progressive coaching sessions
9. identify other appropriate people who can contribute to the delivery of coaching sessions and describe their potential contributions
10. describe how coaching sessions might be adapted as a result of unforeseen changes to the coaching environment or participant(s)’ needs.

Range

Information
Age, ability, prior experience, review of previous session or performance, feedback from participants, facility details, equipment requirements, risk assessment factors

Requirements
Risk assessment, venue, surface, equipment, type of activity, behaviour, participant numbers, weather

Goals
Improve, enjoy, develop, interact, engage

Coaching styles
Question and answer, guided discovery, command, autocratic, democratic, laissez-faire

Components
Warm up, unopposed, opposed, game related, performance, cool down, developmental

People
Assistant coach, parent, volunteer
Unit 223  Understanding how to develop participant(s) through coaching sport

223.2  Understand the principles of skill development through coaching sessions

Underpinning knowledge
The learner can:

1. define:
   - skill coordination
   - motor skill learning
   - skill acquisition
   - skill retention
   - skill transfer

2. describe the basic methods of analysing participant(s)' performance
3. identify factors that affect the development of participant(s)' skills in sport
4. describe the organisational requirements for the delivery of coaching sessions
5. describe the different techniques available for developing participant(s)' skill through coaching
6. identify methods to support participant development
7. identify sources of feedback which will support participant(s)' development
8. explain the importance of gaining feedback from participant(s).

Range

Basic methods
Observation, scoring, participant feedback, video, statistics

Factors
Physical capability, mental capability, cognitive development, opportunities, practice

Techniques
Practice (eg whole-part-whole, trial and error), repetition, demonstration, observation

Methods
Mentoring, observations, feedback, motivation, encouragement, challenge, success

Sources
Participant, coach, team mates, officials, statistics, video analysis
Unit 223 Understanding how to develop participant(s) through coaching sport

223.3 Understand the how the stages of participant(s)’ development impact on their coaching

Underpinning knowledge
The learner can:
1. describe the progressive stages of development through maturity
2. identify how the participant(s)’ stage of development affects the content of coaching sessions
3. identify how participant(s)’ stage of development impacts on the coaching environment
4. identify what influence training and competition have throughout the different stages of development.

Range

Stages
Physical, intellectual, emotional, social, moral

Environment
Session duration, lesson content, participant numbers, fitness element, learning style

Influence
Fun, motor development, skill acquisition, physical capabilities, fitness, winning, retain involvement, welfare
Unit 223  Understanding how to develop participant(s) through coaching sport

223.4  Understand the principles of evaluation in coaching

Underpinning knowledge
The learner can:
1. explain the principles of evaluating coaching sessions
2. identify a variety of evaluation methods that can be used to monitor participant(s)’ development and learning
3. Identify types of information that can be gathered to monitor participant(s)’ development and learning
4. identify appropriate other people who can contribute to the evaluation of coaching sessions
5. describe how and when to gather information on current coaching practice from participant(s) and others
6. explain how the feedback from participant(s) and others should impact on future coaching practice
7. describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development.

Range

Methods
Performance indicators, verbal feedback, questionnaires, observations, testing

Information
Statistical analysis, test results, feedback, performance scores, video analysis

People
Participants, coaches, team officials, support staff
Unit 224  Supporting participant(s)' lifestyle through coaching sport

Level: 2
Credit value: 2

Unit aim
This unit assesses the coach's understanding of the lifestyle factors of nutrition, physical conditioning, mental preparation and awareness of drugs, which underpin performance in sport.

Learning outcomes
There are four outcomes to this unit. The learner will be able to:
224.1 Understand basic nutrition and hydration principles for sports performance
224.2 Understand physical conditioning for sport
224.3 Understand principles of mental preparation in sport
224.4 Understand how to support participant awareness of drugs in sport

Guided learning hours
It is recommended that 16 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the following NOS:
- D472 - Plan a series of sports coaching sessions
- D473 - Prepare the sports coaching environment
- D474 - Deliver a series of sports coaching sessions
- D475 - Monitor and evaluate sports coaching sessions

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 224 Supporting participant(s)' lifestyle through coaching sport

224.1 Understand basic nutrition and hydration principles for sports performance

Underpinning knowledge
The learner can:
1. identify the five different food/nutritional groups
2. describe the principles of good nutrition as it relates to sports performance
3. describe the principles of hydration
4. identify the signs and symptoms of dehydration
5. describe the principles of weight management as appropriate to specific sports
6. explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition.

Range

Food groups
Fruit/vegetables, starchy foods, meat/fish/eggs/beans, milk and dairy, fats and sugars

Nutritional groups
Protein, carbohydrates, water, fibre, fat, vitamins and minerals

Principles
Specificity, timing, balanced, recovery, varied

Signs
Dry skin, dark urine, skin flushing

Symptoms
Thirst, lack of concentration, fatigue, chills
Unit 224 Supporting participant(s)' lifestyle through coaching sport

224.2 Understand physical conditioning for sport

Underpinning knowledge
The learner can:
1. identify the components of physical and skill-related fitness
2. describe the physical capabilities required for a sport
3. describe the principles of injury prevention in training
4. describe how to support participant(s) in the management of injury
5. identify methods of training different physical components in participant(s)
6. identify the basic anatomy and biomechanical demands of a sport related activity
7. identify specific physical testing protocols for a sport related activity
8. identify methods to enhance participant recovery time from session to session.

Range

Physical
Strength, flexibility, stamina, speed, body composition

Skill related
Coordination, agility, balance, power, reaction time

Protocols
Bleep test, VO2 max, sit and reach, skinfold tests, Illinois agility run, vertical jump, sprint, handgrip

Methods
Rest, stretch, cool down, nutrition, rehydration, active recovery, massage, sleep, overtraining
Unit 224  Supporting participant(s)’ lifestyle through coaching sport

224.3 Understand principles of mental preparation in sport

Underpinning knowledge
The learner can:
1. identify the mental capabilities required for a sport related activity
2. identify key methods for improving participant(s)’:
   - confidence
   - concentration
   - motivation
   - emotional control
   - cohesion
3. describe the principles of participant(s)’ development at the different stages of cognitive, emotional and social development
4. outline how a coach can profile participant(s)’ mental skills
5. describe the basic coach intervention techniques for developing mental skills for training and competition.

Range

Mental capabilities
Thought, tactical awareness, intuition, imagination, concentration, visualisation, stress management

Methods
Mental imagery, relaxation, SMART objectives, influencing language

Techniques
Cognitive (e.g. mental rehearsal, visualisation), somatic (e.g. relaxation, meditation)

Mental skills
Control, commitment, confidence, concentration, competitiveness, resilience
Unit 224  Supporting participant(s)’ lifestyle through coaching sport

224.4 Understand how to support participant awareness of drugs in sport

Underpinning knowledge
The learner can:
1. outline the ethical issues surrounding drug taking in sport
2. identify sources of information on drugs in sport
3. outline the consequences for participant(s) in taking supplementation or prescription medicines.

Range

Ethical issues
Equal conditions, cheating, performer’s health, competitive characteristics, prevalent attitude, media pressure, public expectation, financial rewards

Sources
Coach, officials, National Governing Bodies, World Anti-Doping Agency, publications, internet, consultants

Supplementation
Protein, creatine, caffeine, glutamine, omega 3 fatty acids, vitamins, minerals, antioxidants

Prescription medicines
Licensed, regulated, common cures
City & Guilds
Skills for a brighter future

www.cityandguilds.com
Unit 225 Understanding the principles of safe and equitable coaching practice

Level: 2
Credit value: 2

Unit aim
This unit assesses the coach’s understanding of how to ensure that their coaching is safe and equitable.

Learning outcomes
There are two outcomes to this unit. The learner will be able to:
225.1 Understand how to ensure participant(s)' safety during sport-specific coaching sessions
225.2 Understand how to ensure equitable coaching of sport-specific activities

Guided learning hours
It is recommended that 13 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the following NOS:
- D472 - Plan a series of sports coaching sessions
- D473 - Prepare the sports coaching environment
- D474 - Deliver a series of sports coaching sessions
- D475 - Monitor and evaluate sports coaching sessions

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 225  Understanding the principles of safe and equitable coaching practice

225.1 Understand how to ensure participant(s)' safety during sport-specific coaching sessions

Underpinning knowledge
The learner can:

1. describe the health and safety requirements that are relevant to planned sport-specific activities and competition
2. describe how to structure coaching sessions to minimise the risk of injury to participant(s)
3. explain how to plan for contingencies to coaching sessions as a result of external influences
4. explain how to implement contingencies to coaching sessions as a result of external influences
5. describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition
6. outline the main rules/regulations of the sport/activity appropriate to the level of the participant(s)
7. explain how to interpret and communicate the rules/regulations of the sport/activity to participant(s)
8. describe the coach's duty of care responsibilities for participant(s), including children
9. outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately
10. describe the following requirements for ensuring the protection of children from abuse:
       • legal requirements
       • sport-specific requirements
11. describe the insurance requirements on a coach operating in a coaching environment.

Range

Requirements
Coach credentials, risk assessment, facility, equipment

Contingencies
Session plan, equipment, venue/facility, timings

External influences
Weather, surface, equipment, difficulty level, attendance, group size

Principles
Test, observation, safety, removal, reporting

Rules/regulations
Technical content, safety requirements, resource needs, National Governing Body guidelines
Duty of care
Loci parentus, supervision, safety, well being, physical, emotional

Coaching environment
Facility, surface, equipment, participants, atmosphere

Legal requirements
Age of coach, CRB checks, recruitment policy, National Governing Body specifics

Insurance requirements
Public liability, employers liability, professional indemnity
Unit 225  Understanding the principles of safe and equitable coaching practice

225.2  Understand how to ensure equitable coaching of sport-specific activities

Underpinning knowledge

The learner can:
1. describe the following requirements impacting on equitable coaching:
   - legal requirements
   - sport-specific requirements
2. explain the purpose of sport-specific Codes of Practice for coaching
3. explain how sport-specific Codes of Practice for coaching impact on coaching behaviour
4. describe methods to minimise barriers to participant development
5. explain what information is required in order to provide appropriate and safe opportunities for disabled participant(s) and specific populations
6. describe the nature of impairments and how their implications may affect aspects of the coaching process
7. describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment
8. describe how and when to involve support staff to ensure participant(s)' needs are provided for within the coaching activity
9. describe how to adapt and progress activities and sessions
10. describe how to prepare athletes for competition
11. identify types of performance enhancing drugs and illegal substances
12. explain how a coach can discourage the use of performance enhancing drugs and any illegal substances.

Purpose

Safety, inclusion, enjoyment, development, protection

Impact

Participation figures, relative safety, disciplinary incidents, retention statistics

Methods

Learning styles, session planning, equipment used, equality

Information

Medical conditions, particular requirements, equipment provision, coach experience and qualifications, coaching support staff

Impairments

Cognitive, learning, psychological, emotional, physical
Support staff
Assistant coaches, parents, volunteers

Performance enhancing drugs
Mass builders (eg steroids, hormones), stimulants, painkillers, sedatives, diuretics, maskers

Illegal substances
Anabolic steroids, cannabis, opiates, heroine, morphine, methamphetamine
Unit 226  People skills in sport and active leisure

Level: 2
Credit value: 3

Unit aim
This unit enables learners to understand the importance of Working with others across the Sport and Active Leisure industry.

The unit explores personal presentation of self, appropriate conduct with customers, clients, team-mates and colleagues.

Learners will be able to identify the main factors that contribute to creating, positive working relationships in Sport and Active Leisure.

Learning outcomes
There are three outcomes to this unit. The learner will:
226.1: Understand the importance of personal standards in sport and leisure
226.2: Be able to work with team-mates and colleagues
226.3: Be able to work with customers and clients

Guided learning hours
It is recommended that 24 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the following NOS:
• C312 - Develop customer relationships
• C32 - Give customers a positive impression of yourself and your organisation

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 226  People skills in sport and active leisure
226.1  Understand the importance of personal standards in sport and leisure

Underpinning knowledge
The learner can:
1. describe the personal standards to be displayed in sport and leisure
2. explain the importance of displaying personal standards.

Range

Personal standards
Positive attitudes and behaviours, appearance, hygiene, appropriate conduct, communication, desire to meet and exceed expectations of others, time management, observing rules and boundaries, respect for self and others, good sportsmanship

Importance
Building relationships, role model, gain respect from others, improved perception, preparing for employment
Unit 226  People skills in sport and active leisure
226.2  Be able to work with team-mates and colleagues

Practical skills
The learner can:
1. communicate effectively with team-mates and colleagues
2. display positive attitudes and behaviours towards team-mates and colleagues

Underpinning knowledge
The learner can:
1. outline factors which contribute to good working relationships
2. describe how colleagues can assist one another
3. explain the importance of teamwork.

Range

Team-mates and colleagues
Coaches, other sport and leisure participants, staff employed in same role, team leaders, supervisors, mentors, managers, receptionists, cleaning staff

Factors
Positive behaviour, quick and effective response to feedback, patience, sense of humour, pleasant manner, self organisation, eye contact, respect for self and others and a willingness to co-operate, learn and work as a team

How
Advice, assistance, support, constructive feedback, sharing experience and ideas

Importance
Portray organisation in a positive way, effective and efficient delivery of services for customers and staff, safety, staff morale, encourages loyalty, improves performance, achieving targets
Unit 226  People skills in sport and active leisure
226.3  Be able to work with customers and clients

Practical skills
The learner can:
1. communicate effectively with participants and customers
2. display positive attitudes and behaviours towards customers and clients
3. respond to customer complaints appropriately

Underpinning knowledge
The learner can:
1. identify different methods of communication
2. explain the importance of effective communication skills
3. state specific situations which would require assistance from a colleague
4. describe common causes of customer complaints.

Range

Communicate effectively
Body language, eye contact, listening, clear response, remembering names, consideration for languages and cultures, being polite, method of communication to suit customer need

Methods of communication
Visual, written, audio, demonstration

Importance
Building relationships, role model, gain respect from others, improved perception, preparing for employment, inclusive of others, achieving desired result

Situations
Situations beyond own level of knowledge and responsibility, aggressive and angry customers, accidents, injuries and emergencies, specific needs, non English-speaking customers

Causes
Poor customer service, products, facilities, equipment, advice, supervision, safety, cleanliness, behaviour of staff or other customers, noise, behaviour of children, price of products and services
Unit 301  Events organisation in a sport and leisure environment

Level: 3
Credit value: 3

Unit aim
This unit introduces learners to the principles and planning of events in a sport and leisure environment. It will enable learners to identify and consider the role and responsibilities of stakeholders.

Learning outcomes
There are four outcomes to this unit. The learner will be able to:
301.1: Understand the range and characteristics of events in sport and leisure environments
301.2: Know the roles and responsibilities of key personnel in the organisation of an event.
301.3: Understand how to plan and evaluate an event
301.4: Understand the consideration of attendees at different types of events

Guided learning hours
It is recommended that 27 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards
This unit relates to the following NOS:
- B227 - Contribute to evaluating, developing and promoting services
- B229 - Plan and organise services
- C27 - Ensure the health, safety, welfare and security of customers and staff
- D210 - Promote equality and diversity in sport and physical activity
- D61 - Facilitate community-based sport and physical activity
- D62 - Support the development of sport and physical activity in education

Assessment
This unit will be assessed by an assignment which is externally set and internally marked.
Unit 301  

Events organisation in a sport and leisure environment

301.1 Understand the range and characteristics of events in sport and leisure environments

Underpinning knowledge

The learner can:

1. identify the range of objectives in sport and leisure events
2. describe the scope of events in sport and leisure environments
3. describe the characteristics of sport and leisure events.

Range

Range

Commercial, entertainment, goodwill, raising profile, rights fees, attracting sponsorship, grassroots development, profitable and successful

Events

Sports competitions, shows, exhibitions, presentations, charity events, tournaments, displays, social events, fairs

Characteristics

Non routine, unprogrammed, happen at one time, big lead in time, draws an audience, attracts media attention, involves many stakeholders
Unit 301   Events organisation in a sport and leisure environment

301.2 Know the roles and responsibilities of key personnel in the organisation of an event

Underpinning knowledge
The learner can:
1. identify the stakeholders of an event
2. identify the principal responsibilities of the event organiser
3. identify the principal responsibilities of event staff involved in running events.

Range

Stakeholders
Event organisers, sponsors, regular customers, centre staff, managers, specialist staff, health & safety executives, local authority, emergency services, spectators, local residents, occupier, voluntary staff

Responsibilities
Event organiser
Health & safety, staffing, budget, operation of event, timetable, main point of contact, publicity and marketing, ticket sales, environmental issues (waste, carbon footprint, noise pollution)

Event staff
Following normal operating procedures, emergency action plans, reporting to management, health and safety of selves and others, cooperating with other stakeholders, officiating
Unit 301  Events organisation in a sport and leisure environment

301.3 Understand how to plan and evaluate an event

Underpinning knowledge
The learner can:
1. describe the **prerequisites** for preparing venue/facility for an event.
2. describe the elements of a **safety plan** for an event
3. identify the **checklists** required to prepare for an event
4. describe the types of **unplanned situations** that may arise
5. describe the importance of evaluating an event.

Range

**Prerequisites**
Notice of closure, closure, clearance, cleaning, obtaining equipment, moving equipment into place, set up, security, final checks

**Safety plan**
Management, responsibilities, risk assessments, EAPs, liaison with emergency services, contingency plans, communications, contact details, supervision of safety control measures, controlled access, training, information, site plans

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

**Unplanned situations**
Unforeseen events, wet weather, overcrowding, power failure, stock shortages, staff shortages, accidents/incidents, poor ticket sales, ‘acts of God’ (flood, fire, earthquake)
Unit 301 Events organisation in a sport and leisure environment

301.4 Understand the consideration of attendees at different types of events

Underpinning knowledge
The learner can:
1. explain the importance of assessing the range of attendees' needs
2. identify potential problems that can arise in relation to attendees at an event
3. explain the factors that can affect the running of an event.

Range

Needs
Supervision, guidance, notices, disability adjustments, privacy, toilets, changing, dietary requirements, transport, segregation

Potential problems
Crowd disturbance/public disorder, accidents, complaints, queues, evacuation (emergency and non emergency), catering, litter, waste, noise, damage, lost children, lost property

Factors
Type of event, history, attendees, facility, location, staff requirements, scheduling
Appendix 1  Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connection of units to additional qualifications. The mapping below identifies where units can be RPL’d against other qualifications within the City & Guilds portfolio.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for RPL.

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<th>LEVEL 3</th>
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<td>Health, safety and welfare in sport and active leisure</td>
<td>4863-23 Level 2 Award</td>
<td>4863-33 Level 3 Award</td>
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<tr>
<td>202</td>
<td>Safeguarding and protecting children and young people in sport and active leisure</td>
<td>4863-23 Level 2 Certificate</td>
<td>4863-33 Level 3 Certificate</td>
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<tr>
<td>209</td>
<td>Sport and society</td>
<td>4863-23 Level 2 Diploma</td>
<td>4863-33 Level 3 Diploma</td>
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<tr>
<td>211</td>
<td>Plan, deliver and evaluate sport and leisure activities</td>
<td>4863-23 Level 2 Diploma</td>
<td>4863-33 Level 3 Diploma</td>
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<tr>
<td>214</td>
<td>Understanding the active leisure and learning sector</td>
<td>4863-23 Level 2 Diploma</td>
<td>4863-33 Level 3 Diploma</td>
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<tr>
<td>216</td>
<td>Working with participants with disabilities in sport and active leisure</td>
<td>4863-23 Level 2 Diploma</td>
<td>4863-33 Level 3 Diploma</td>
</tr>
<tr>
<td>226</td>
<td>People skills in sport and active leisure</td>
<td>4863-23 Level 2 Diploma</td>
<td>4863-33 Level 3 Diploma</td>
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<td>301</td>
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<tr>
<td>Unit 202</td>
<td>Safeguarding and protecting children and young people in sport and active leisure</td>
<td>4863-36 Level 3 Award</td>
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<td>Unit 216</td>
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</table>
Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on www.cityandguilds.com.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The centre homepage section of the City & Guilds website also contains useful information such as:

- **Walled Garden**
  Find out how to register and certificate candidates on line

- **Qualifications and Credit Framework (QCF)**
  Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs

- **Events**
  Contains dates and information on the latest Centre events

- **Online assessment**
  Contains information on how to register for GOLA assessments.
### Useful contacts

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<tr>
<th>Type</th>
<th>Contact</th>
<th>Query</th>
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</thead>
<tbody>
<tr>
<td>UK learners</td>
<td>T: +44 (0)20 7294 2800 E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></td>
<td>• General qualification information</td>
</tr>
<tr>
<td>International learners</td>
<td>T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></td>
<td>• General qualification information</td>
</tr>
<tr>
<td>Centres</td>
<td>T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></td>
<td>• Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results</td>
</tr>
<tr>
<td>Single subject qualifications</td>
<td>T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></td>
<td>• Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change</td>
</tr>
<tr>
<td>International awards</td>
<td>T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></td>
<td>• Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports</td>
</tr>
<tr>
<td>Walled Garden</td>
<td>T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></td>
<td>• Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems</td>
</tr>
<tr>
<td>Employer</td>
<td>T: +44 (0)121 503 8993 E: <a href="mailto:business_unit@cityandguilds.com">business_unit@cityandguilds.com</a></td>
<td>• Employer solutions • Mapping • Accreditation • Development Skills • Consultancy</td>
</tr>
<tr>
<td>Publications</td>
<td>T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387</td>
<td>• Logbooks • Centre documents • Forms • Free literature</td>
</tr>
</tbody>
</table>

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com