

College Hub: Skills for Further Learning and Employment

Gym & Sports Leadership

DEPARTMENT: Elms Bank College		YEAR: 1 or 2 Year Programme	
OVERVIEW: Elms Bank College Students to develop skills for employability and further learning within core placement areas.		INTENT / LEARNING OUTCOMES: All students will achieve an Open Award Level 1 Award in Skills for Further Learning and Employment . This can be extended to Level 1 Certificate or Level 1 Extended Certificate or Level 1 Diploma .	
		CORE AREAS OF WORK: Catering & Hospitality Gym & Sports Leadership Hair & Beauty Library & Community	
		SUBSIDIARY AREAS OF WORK: ICT & Admin	
Gym & Sports Leadership	IMPACT - Placement Aims: Throughout this placement, students will develop their understanding of working in the Sport and Leisure Industry.		
	<ul style="list-style-type: none"> Students will explore the health and safety requirements of the industry and be able to meet these within their practice. Students will be able to recognise the wider importance of Gym Inductions and deliver these to customers. Students will develop knowledge of warm up and cool down activities and participate in regular fitness activities to build knowledge of a range of fitness activities. Students will take part in assisting in delivering aspects of fitness and leisure activities and begin to build skills as a Sports Leader. 		
	IMPLEMENTATION		
	Module A	Module B	Module C
	Developing Own Interpersonal Skills (3)	Work Based Placement (3) Health & Safety Awareness in a Work Environment (1) Health, Safety & First Aid at Work (3) <i>Teamwork Skills (3)</i>	Assisting in Planning & Delivering a Sports Activity (4) Risks and Hazards in Sports & Active Leisure (3) Taking Part in Exercise & Fitness (4) <i>Nutrition, Performance & Healthy Eating (3)</i>

Gym & Sports Leadership: Scheme of Work

Placement Stage	Objectives & Accreditation Links	Activities & Assessment Criteria to be Evidenced
Placement Induction	<p>B: Work Based Placement (First part)</p> <ol style="list-style-type: none"> Understand the purpose of a work-based placement. Understand the need for health and safety in the Workplace 	<p>Induction Overview</p> <ul style="list-style-type: none"> Students will identify what the aim to achieve from the placement and with support, generate key targets to work on throughout their placement. Students will explore the Health & Safety requirements of working in the Sport & Leisure industry and identify key hazards and risks both to staff and to users and participants. Students will be introduced to taking part in Sport and Leisure Activities, and begin to recognise the different stages of taking part in an activity e.g. warm up, activity, cool down. Students will explore the importance behind taking part in warm up and cool down activities and be able to identify the key risks if these are not completed as part of a fitness activity session. Students will take part in a gym induction session to be able to understand how to safely use the equipment in the Gym. Students will recognise the importance of Gym Inductions and be able to explain why they are to be carried out. <p><u>Work Based Placement (First Part)</u></p> <p>Targets & Action Planning</p> <ul style="list-style-type: none"> Discussion and explanation of why student has selected particular option over another option. Action Plan to inform student targets. Use guidance cards to prioritise key work areas (e.g. Maintaining equipment, Sports Leadership, Knowledge of Industry, Health & Safety). <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1.1 Identify two possible choices for a work-based placement 1.2 State which they would prefer and why 1.3 Complete an Action Plan for own work-based placement

	<p>B: Health and Safety Awareness in a Working Environment (First Part)</p> <p>1. Understand Health and Safety Procedures and Equipment</p> <p>C: Risks and Hazards in Sport and Active Leisure</p>	<p>➤ <i>Evidence through completion of module workbook.</i></p> <p>➤ <i>Evidence through written work or video interview. Electronic evidence must be saved centrally, backed up and logged on the electronic data form.</i></p> <p>Health & Safety Basics</p> <ul style="list-style-type: none"> • Differentiate between Health & Safety for Employees and Customers. • List Health and Safety requirements to ensure staff (students in placement) safety throughout placement. <p>Assessment Criteria</p> <p>2.1 List Health and Safety requirements for a particular vocational/occupational area</p> <p>2.2 State why the identified Health and Safety requirements are important</p> <p>2.3 State why accident procedures must be followed</p> <p>➤ <i>Evidence through completion of module workbook.</i></p> <p>➤ <i>Evidence through written work or video interview. Electronic evidence must be saved centrally, backed up and logged on the electronic data form.</i></p> <p><u>Health and Safety Awareness in a Working Environment (First Part)</u></p> <ul style="list-style-type: none"> • Discussion and induction for what to do in an emergency • What to do if there is an accident. How would this be logged? Why is it important to keep a record? • Orienteering to locate emergency equipment <p>Assessment Criteria</p> <p>1.1 State the correct procedure for reporting accidents and potential hazards</p> <p>1.2 State the correct response in relation to at least two emergency situations</p> <p>1.3 Identify the location and use of emergency equipment, for example, fire/emergency alarm, first aid box</p> <p>➤ <i>Evidence through completion of module workbook.</i></p> <p>➤ <i>Evidence through written work, video interview, printed and annotated photographs. Electronic evidence must be saved centrally, backed up and logged on the electronic data form.</i></p> <p><u>Risks & Hazards in Sport & Active Leisure</u></p> <p>Gym Inductions</p> <ul style="list-style-type: none"> • Discussion of the importance of gym inductions.
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	<ol style="list-style-type: none"> 1. Know about risks and hazards involved in sport and active leisure 2. Know how to reduce risks to people involved in sport and active leisure 3. Be able to respond appropriately to given simulated emergency situations. 	<ul style="list-style-type: none"> • Talk through and demonstrate the gym induction process – why do we need to do this? What risks does it identify and reduce? • Students to recognise that users of the gym must complete an induction prior to using the equipment. • Recognition of when and why we need a member of staff onsite. <p>Warm Up/Cool Down</p> <ul style="list-style-type: none"> • Discussion of why it is important to warm up/cool down. • What are the risks if we don't complete a warm up/cool down <p>Assessment Criteria</p> <p>1.1 Identify potential hazards to people involved in sport and active leisure</p> <p>1.2 Identify risks to people involved in sport and active leisure</p> <p>2.1 Describe ways of minimising risks to people involved in sport and active leisure</p> <p>2.2 Outline own responsibility for maintaining health and safety while working in a sport and active leisure setting</p> <p>3.1 Respond appropriately to a given simulated emergency situation.</p> <ul style="list-style-type: none"> ➤ Evidence through completion of module workbook. ➤ Evidence through written work, video interview, witness statement, video evidence or printed and annotated photographs. Electronic evidence must be saved centrally, backed up and logged on the electronic data form.
<p>Main Placement Activities</p>		<p>Weekly Activity Overview</p> <p>The gym facility will offer small group sessions to other classes, for example students from Elms Bank or St. Monica's. The Gym will also be open at specific times for users to access the Gym facilities. Students will ensure that all users of the Gym facilities complete an induction session prior to use. Students will be responsible for ensuring that the facilities are properly maintained and cleaned down after use. Students will also regularly take part in fitness activities to develop own knowledge and understanding of the industry.</p> <p>Sessions will include:</p> <ul style="list-style-type: none"> • Taking part in Fitness Activities and Evaluating own progress throughout • Planning, Delivery and Evaluation of Timetabled Fitness Activities for other users (e.g. other classes) • Completing Gym Induction sessions for users and ensuring user safety. • Maintaining, Monitoring and Cleaning the Gym Equipment and facilities.

B: Health and Safety Awareness in a Working Environment (Second Part)

2. Be able to observe safe working Practices

C: Taking Part in Exercise and Fitness

1. Know about different exercise and fitness activities and facilities
2. Know how to take part in exercise and fitness safely
3. Be able to demonstrate work skills through participation in exercise and fitness activities.
4. Be able to review own performance

Health & Safety Awareness in a Work Environment

Activity Link: Maintaining, monitoring and cleaning the Gym equipment and facilities

- Students to demonstrate correct clothing for sport activities, gloves for cleaning, wet floor sign.
- Evidence of correct and safe use of cleaning materials to clean Gym Equipment.
- Evidence of safe manual handling of equipment e.g. setting up equipment for sessions.

Assessment Criteria

2.1 Select and use relevant safety equipment or clothing for particular tasks

2.2 Behave in a safe and acceptable manner, for example, maintaining a clean and tidy work area

2.3 Use safe manual handling techniques, as appropriate

- Evidence through written work, video interview, witness statement, video evidence or printed and annotated photographs. Electronic evidence must be saved centrally, backed up and logged on the electronic data form.

Taking Part in Exercise and Fitness

Activity Link: Taking part in Fitness Activities and Evaluating own progress throughout

The Instructor should initially lead these, but as core students begin to develop skills they could take over leadership of some aspects of the activity. E.g. Warm up, Cool Down, group session.

- Give an overview of why the Warm Up and Cool Down activities are being used.
- Clearly demonstrate which aspects are Warm Up/Cool Down.
- Students to demonstrate participation in activities and recognise wider skills used e.g. listening to instructions, working with others

Students will:

- Take part in a range of fitness sessions and complete evaluation to describe each aspect of the session.
- Take part in activities in a range of settings e.g. local park, gym, indoor studio
- Demonstrate participation in activities through annotated photographs, video evidence and witness statements.
- Evaluate own performance, strengths and areas for improvement.

Assessment Criteria

1.1 Describe different exercise and fitness activities and facilities

1.2 Identify different exercise and fitness facilities

2.1 Describe an induction process for an exercise and fitness activity

2.2 Describe warm up and cool down activities

C: Assisting in Planning and Delivering a Sports or Leisure Activity

1. Know the qualities and responsibilities needed for support a leader of a sports or active leisure activity
2. Be able to assist in planning a sport or active leisure activity
3. Be able to support delivery of part of a sports and active leisure activity

3.1 Actively participate in exercise and fitness activities and demonstrate:

- a) Time management skills
- b) Appropriate dress for the activity
- c) Following instructions provided by the activity leader
- d) Following health and safety guidelines before, during and after activities

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

4.2 Suggest ways of improving own performance in one activity

- *Evidence through completion of module workbook.*
- *Evidence through written work, video interview, printed and annotated photographs. Electronic evidence must be saved centrally, backed up and logged on the electronic data form.*

Assisting in Planning and Delivering a Sports or Leisure Activity

Activity Link: Planning, Delivery and Evaluation of Timetabled Fitness Activities for other users (e.g. other classes)

Sessions at the Community Hub, Group sessions, after college fitness sessions.

Possibly small groups from Monica's.

To work towards assisting in delivering group sessions when groups are booked in to the gym/fitness facilities

- Sessions at the Community Hub
- Sports Sessions for Other College Classes
- After College Fitness Clubs (staff and students)
- Possible Bookings from St. Monicas
- *Block booking of external groups – to look into RA for this.*

Assessment Criteria

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

- a) personality
- b) motivation
- c) communication skills

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

- a) professional conduct
- b) health and safety

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

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		<p>2.2 Contribute to a plan for an activity for part of a sport or active leisure activity</p> <p>3.1 Help to deliver activity according to agreed plan demonstrating:</p> <ul style="list-style-type: none"> a) communication skills b) professional conduct c) awareness of health and safety <ul style="list-style-type: none"> ➤ Evidence through completion of module workbook. ➤ Evidence through written work, video interview, printed and annotated photographs. Electronic evidence must be saved centrally, backed up and logged on the electronic data form.
Core Skills	<p>A: Developing Own Interpersonal Skills (3)</p> <ul style="list-style-type: none"> • Know own strengths and weaknesses • Know about time management • Know how to recognise stress • Know about types of criticism • Understand confident behaviour • Understand what is meant by 'body language' • Understand the difference between aggressive, passive and assertive behaviour <p>B: Health, Safety &</p>	<p>Overview</p> <p>Students will complete an accredited first aid course and an initial induction period for each placement where criteria will be covered. However, all criteria below will be covered throughout the placement through developing skills for the professional work place. These are to be evidenced throughout. Work booklets are provided.</p> <p>Assessment Criteria</p> <ul style="list-style-type: none"> 1.1 Outline own strengths and weaknesses 2.1 Outline ways of improving own time management 3.1 Identify signs and symptoms of stress in self and others 4.1 Give examples of different types of criticism 5.1 Give examples of real situations which illustrate confident behaviour 6.1 Identify at least five examples of body language 7.1 Give examples of each of the following behaviours: <ul style="list-style-type: none"> a) aggressive b) passive c) assertive <ul style="list-style-type: none"> ➤ Evidence through completion of module workbook. ➤ Evidence through written work, video interview, printed and annotated photographs. Electronic evidence must be saved centrally, backed up and logged on the electronic data form. <p>HEALTH, SAFETY & FIRST AID AT WORK</p> <ul style="list-style-type: none"> 1.1 Identify major hazards in the workplace 1.2 Outline safety procedures in the workplace

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Placement Conclusion	First Aid at Work (3)	<ul style="list-style-type: none"> • Know about the health and safety requirements of own workplace surroundings • Know about the main elements of Control of Substances Hazardous to Health (COSHH) • Know how to prevent common accidents at work • Be able to respond to first aid incidents • Be able to recognise respiratory and cardiac arrest • Be able to demonstrate resuscitation techniques and the recovery position <p>Be able to safely handle and move inanimate loads</p>	<ul style="list-style-type: none"> 1.3 Outline safe working practices in the workplace 2.1 Identify the main COSHH regulations for the workplace 2.2 Identify the consequences of not applying these regulations 3.1 Identify causes for a range of common accidents at work 3. Know how to prevent common accidents at work 3.2 Outline ways of preventing a range of common accidents at work 4.1 Demonstrate first aid treatments for use in dealing with simple accidents 4.2 State when and how to call for emergency assistance 5.1 State how to recognise situations of respiratory and cardiac arrest 6.1 Demonstrate resuscitation techniques in accordance with national guidelines 6.2 Demonstrate the recovery position in accordance with national guidelines 7.1 Demonstrate safe practice in the following areas: <ul style="list-style-type: none"> a) pushing and pulling b) supporting c) carrying a load 7.2 Identify when a moving and handling procedure should be stopped and help or guidance should be obtained. <ul style="list-style-type: none"> ➤ <i>Evidence through completion of module workbook.</i> ➤ <i>Evidence through written work, video interview, printed and annotated photographs. Electronic evidence must be saved centrally, backed up and logged on the electronic data form.</i>
Placement Conclusion	B: Work Based Placement (Second part)	<ul style="list-style-type: none"> 3. Understand what has been learnt from a work-based placement. 4. Know about the value of a work-based placement in career planning. 	<p><u>Work Based Placement (Second part)</u></p> <ul style="list-style-type: none"> • Evaluation of targets • Review of Placement • In-Depth Tutor Report <ul style="list-style-type: none"> 3.1 State what has been learnt from a work-based placement 3.2 State which Action Plan targets were met through the work-based placement 3.3 State which Action Plan targets were not met through the work-based placement 4.1 Give an example of how the work-based placement has contributed to own personal development 4.2 State how the work-based placement has influenced own career plan

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		<ul style="list-style-type: none"> ➤ Evidence through completion of module workbook. ➤ Evidence through written work, video interview, printed and annotated photographs. Electronic evidence must be saved centrally, backed up and logged on the electronic data form.
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Gym & Sports Leadership: Course Module Overview

Learning Objectives	Activities	Assessment Criteria
<p>Work Based Placement (B: 3 Credits)</p> <p>1. Understand the purpose of a work-based placement.</p> <p>2. Understand the need for health and safety in the Workplace</p>	<p>Induction</p> <ul style="list-style-type: none"> Discussion and explanation of why student has selected particular option over another option – written or video interview evidence. Action Plan to inform student targets. Use guidance cards to prioritise key work areas (e.g. Maintaining equipment, Sports Leadership, Knowledge of Industry, Health & Safety). 	<p>1.1 Identify two possible choices for a work-based placement</p> <p>1.2 State which they would prefer and why</p> <p>1.3 Complete an Action Plan for own work-based placement</p>
	<p>Induction</p> <ul style="list-style-type: none"> Visit another Gym to find out health & safety requirements. Discussion – what to do if there is an accident/misuse of machine. How can we prevent this/reduce the risk? Importance of Gym inductions. Why do we do them? Accident procedures – respond, report and log it. Discussion of why it is important to have a paper trail of evidence. 	<p>2.1 List Health and Safety requirements for a particular vocational/occupational area</p> <p>2.2 State why the identified Health and Safety requirements are important</p> <p>2.3 State why accident procedures must be followed</p>

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<p>3. Understand what has been learnt from a work-based placement.</p>	<p>Conclusion</p> <ul style="list-style-type: none"> • Video interview or written. • Review of targets. This should be completed periodically throughout placement. 	<p>3.1 State what has been learnt from a work-based placement 3.2 State which Action Plan targets were met through the work-based placement 3.3 State which Action Plan targets were not met through the work-based placement</p>
<p>4. Know about the value of a work-based placement in career planning.</p>	<p>Conclusion</p> <ul style="list-style-type: none"> • Video interview or written. • Placement summary 	<p>4.1 Give an example of how the work-based placement has contributed to own personal development 4.2 State how the work-based placement has influenced own career plan</p>
<p>Health and Safety Awareness in a Working Environment B: 1 Credit</p> <p>1. Understand Health and Safety Procedures and Equipment</p> <p>2. Be able to observe safe working Practices</p>	<p>Induction</p> <ul style="list-style-type: none"> • Discussion and induction for what to do in an emergency • What to do if there is an accident. How would this be logged? Why is it important to keep a record? • Orienteering to locate emergency equipment 	<p>1.1 State the correct procedure for reporting accidents and potential hazards 1.2 State the correct response in relation to at least two emergency situations 1.3 Identify the location and use of emergency equipment, for example, fire/emergency alarm, first aid box</p>
	<p>Main Placement</p> <p>Activity Link: Maintaining, monitoring and cleaning the Gym equipment and facilities</p> <ul style="list-style-type: none"> • Students to demonstrate correct clothing for sport activities, gloves for cleaning, wet floor sign. • Evidence of correct and safe use of cleaning materials to clean Gym Equipment. • Evidence of safe manual handling of equipment e.g. setting up equipment for sessions. 	<p>2.1 Select and use relevant safety equipment or clothing for particular tasks 2.2 Behave in a safe and acceptable manner, for example, maintaining a clean and tidy work area 2.3 Use safe manual handling techniques, as appropriate</p>
<p>Risks and Hazards in Sport and Active Leisure C: 3 Credits</p>	<p>Induction</p> <p><u>Gym Inductions</u></p> <ul style="list-style-type: none"> • Discussion of the importance of gym inductions. • Talk through and demonstrate the gym induction process – why do we need to 	<p>1.1 Identify potential hazards to people involved in sport and active leisure 1.2 Identify risks to people involved in sport and active leisure</p>

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<ol style="list-style-type: none"> 1. Know about risks and hazards involved in sport and active leisure 2. Know how to reduce risks to people involved in sport and active leisure 3. Be able to respond appropriately to given simulated emergency situations. 	<p>do this? What risks does it identify and reduce?</p> <ul style="list-style-type: none"> • Students to recognise that users of the gym must complete an induction prior to using the equipment. • Recognition of why we need a member of staff onsite at all times. <p><u>Warm Up/Cool Down</u></p> <ul style="list-style-type: none"> • Discussion of why it is important to warm up/cool down. • What can happen if we don't warm up/cool down 	<ol style="list-style-type: none"> 2.1 Describe ways of minimising risks to people involved in sport and active leisure 2.2 Outline own responsibility for maintaining health and safety while working in a sport and active leisure setting 3.1 Respond appropriately to a given simulated emergency situation.
<p>Taking Part in Exercise and Fitness C: 4 Credits</p> <ol style="list-style-type: none"> 1. Know about different exercise and fitness activities and facilities 2. Know how to take part in exercise and fitness safely 3. Be able to demonstrate work skills through participation in exercise and fitness activities 4. Be able to review own performance 	<p>Main Placement</p> <p><u>Activity Link: Taking part in Fitness Activities and Evaluating own progress throughout</u> Regular sessions to develop knowledge of different gym class activities.</p> <p><i>The Instructor should initially lead these, but as core students begin to develop skills they could take over leadership of some aspects of the activity. E.g. Warm up, Cool Down, group session.</i></p> <ul style="list-style-type: none"> • Give an overview of why the Warm Up and Cool Down activities are being used. • Clearly demonstrate which aspects are Warm Up/Cool Down. • Students to demonstrate participation in activities and recognise wider skills used e.g. listening to instructions, working with others <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Take part in a range of fitness sessions and complete evaluation to describe each aspect of the session. • Take part in activities in a range of settings e.g. local park, gym, indoor studio • Demonstrate participation in activities through annotated photographs, video evidence and witness statements. • Evaluate own performance, strengths and areas for improvement. 	<ol style="list-style-type: none"> 1.1 Describe different exercise and fitness activities and facilities 1.2 Identify different exercise and fitness facilities 2.1 Describe an induction process for an exercise and fitness activity 2.2 Describe warm up and cool down activities 3.1 Actively participate in exercise and fitness activities and demonstrate: <ol style="list-style-type: none"> a) Time management skills b) Appropriate dress for the activity c) Following instructions provided by the activity leader d) Following health and safety guidelines before, during and after activities 4.1 Identify own strengths and areas for improvement in exercise and fitness activities 4.2 Suggest ways of improving own performance in one activity

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<p>Assisting in Planning and Delivering a Sports or Leisure Activity C: 4 Credits</p> <ol style="list-style-type: none"> 1. Know the qualities and responsibilities needed for support a leader of a sports or active leisure activity 2. Be able to assist in planning a sport or active leisure activity 3. Be able to support delivery of part of a sports and active leisure activity 	<p>Main Placement <u>Activity Link: Planning, Delivery and Evaluation of Timetabled Fitness Activities for other users (e.g. other classes)</u></p> <p>Sessions at the Community Hub, Group sessions, after college fitness sessions. Possibly small groups from Monica's.</p> <p>To work towards assisting in delivering group sessions when groups are booked in to the gym/fitness facilities</p> <ul style="list-style-type: none"> • Sessions at the Community Hub • Sports Sessions for Other College Classes • After College Fitness Clubs (staff and students) • Possible Bookings from St. Monicas • <i>Block booking of external groups – to look into RA for this.</i> 	<p>1.1 Outline the qualities needed to support a sports or active leisure leader including:</p> <ol style="list-style-type: none"> a) personality b) motivation c) communication skills <p>1.2 Identify the responsibilities when supporting a sports or active leisure leader including:</p> <ol style="list-style-type: none"> a) professional conduct b) health and safety <p>2.1 Suggest what would be included in the plan for a sports or active leisure activity</p> <p>2.2 Contribute to a plan for an activity for part of a sport or active leisure activity</p> <p>3.1 Help to deliver activity according to agreed plan demonstrating:</p> <ol style="list-style-type: none"> a) communication skills b) professional conduct c) awareness of health and safety