

# apprenticeship FRAMEWORK

## Activity Leadership (England)

### IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: [https://acecerts.co.uk/framework\\_library](https://acecerts.co.uk/framework_library)

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**Issued By:**  
SkillsActive

Apprenticeship Certificates  
England

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# Activity Leadership

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# Framework information

## Information on the Issuing Authority for this framework:

### SkillsActive

The Apprenticeship sector for occupations in sports coaching, active leisure, hairdressing and beauty (also includes fitness, stewarding, outdoors, playwork and sporting excellence).

Issue number: 18	This framework includes:
Framework ID: FR04355	Level 2 <input checked="" type="checkbox"/> Level 3 <input type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 01/12/2019	This framework is for use in: England

## Short description

This is a multi pathway framework, catering for the UK outdoors sector as well as providing opportunities for development of fitness leaders, coaches and activity leaders.

The expectation is that this framework is completed in a minimum duration of 12 months.

Please note it is recommended that apprentices are contracted and employed for a minimum of 30 hours on publicly funded programmes.

# Contact information

## Proposer of this framework

SkillsActive has developed this framework in consultation with key stakeholders and employers from all relevant sub sectors to ensure the framework pathways are fit for purpose for each employment setting.

From the outdoors sector the following employers, employer groups and awarding organisations contributed to the framework development: PGL Travel Ltd, Kingswood, Institute for Outdoor Learning, Blackland Farm Centre, Mountain Training England, Royal Yachting Association, CTC, 1st4sport, Southampton Solent University, Mendip Outdoor Pursuits, Young Explorers Trust and Calvert Trust.

For all other pathways this framework was developed in consultation with one of our two key employer groups – the Sport and Fitness Employer Group (SAFE), a strategic group within SkillsActive made up of leading sport and fitness employers representing approximately 16,000 employees. It exists to provide leadership and direction in policy areas concerned with workforce development across this sector. It guides and advises SkillsActive on the development of standards and qualifications and identifies industry skills priorities for development and delivery.

The following SAFE organisations were directly involved in the consultation and development of this framework: DC Leisure, Greenwich Leisure Limited (GLL), Active Nation, SERCO, Sports and Leisure Management Limited (SLM), Amateur Swimming Association (ASA) and The Football Association (FA), Intercontinental Hotel Group, Nottingham Council, The Club Company, CK Academy, Watford YMCA, Eastleigh Borough Council and Fitness Express.

## Developer of this framework

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# Revising a framework

## Why this framework is being revised

This framework has been revised to ensure all qualifications offered within this framework are up to date and available in England for delivery.

## Summary of changes made to this framework

This framework has been revised to ensure all qualifications offered within this framework are up to date and available in England for delivery.

## Qualifications removed

The following qualifications have been removed from the framework:

### OUTDOORS PATHWAY

- IQ Level 2 NVQ Certificate in Activity Leadership 600/6212/5
- NCFE Level 2 Award in Introductory Work in the Outdoors 600/5042/1
- NCFE Level 2 Certificate in Outdoor Activity Leadership 600/0414/9

### EXERCISE AND FITNESS PATHWAY

- IQ Level 2 NVQ Certificate in Activity Leadership 600/6212/5
- Active IQ Level 2 Certificate in Delivering Behaviour Management and Physical Activities to Children Under 5 601/3869/5
- YMCA Level 2 Certificate In Instructing Parkour/Freerunning Fitness Training 601/1696/1
- ASA Level 2 Certificate in Fitness Instructing 600/8162/4

### COACHING PATHWAY

- IQ Level 2 NVQ Certificate in Activity Leadership 600/6212/5
- EQL Level 2 Certificate in Coaching Equestrian Riding 600/0654/7
- EQL Level 2 Certificate in Coaching Equestrian Driving 600/0653/5
- 1st4sport Level 2 Certificate in Coaching Judo 501/2224/1
- 1st4sport Level 2 Certificate in Coaching Rugby Union 501/1858/4
- 1st4sport Level 2 Certificate in Coaching Squash and Racketball 601/3843/9
- 1st4sport Level 2 Certificate in Coaching Lacrosse 600/3331/9
- 1st4sport Level 2 Certificate in Coaching Rugby League 501/2225/3
- STA Level 2 Certificate in Teaching Aquatics 601/2727/2
- STA Level 2 Certificate in Swimming Teaching 600/3057/4

## LEADERSHIP PATHWAY

- IQ Level 2 NVQ Certificate in Activity Leadership 600/6212/5
- 1st4sport Level 2 Award in Leadership through Rugby Union 501/1126/7
- 1st4sport Level 2 Award in Leadership through Football 500/8161/5
- 1st4sport Level 2 Award in Leadership through Gymnastics 601/0422/3
- 1st4sport Level 2 Certificate in the Principles and Preparations for Coaching Sport 600/2718/6

## Qualifications added

The following qualifications have been added to the framework:

## COACHING PATHWAY

- 1st4sport Level 2 Certificate in Coaching Judo 603/1611/1
- 1st4sport Level 2 Certificate in Coaching Rugby Union 603/2145/3
- 1st4sport Level 2 Certificate in Equestrian Coaching 603/1443/6
- 1st4sport Level 2 Certificate in Coaching 603/2743/1
- 1st4sport Level 2 Certificate in Coaching Basketball 600/0063/6
- 1st4sport Level 2 Certificate in Coaching Taekwondo 603/0184/3
- 1st4sport Level 2 Certificate in Coaching Wheelchair Rugby 601/6980/1
- 1st4sport Level 2 Certificate in Coaching Korfball 603/0184/3

## LEADERSHIP PATHWAY

- 1st4sport Level 2 Certificate in Coaching 603/2743/1

## Qualifications that have been extended

None.

# Purpose of this framework

## Summary of the purpose of the framework

### Defining Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

**The Apprenticeship in Activity Leadership** is designed for those individuals who wish to gain a broad, but solid foundation to allow them to follow a career in the outdoor sector or in the active leisure sector as fitness leaders, coaches and activity leaders.

In the outdoors, at Level 2, roles will tend to be working with straight-forward groups in less hazardous activities, often in controlled environments.

In active leisure, roles covered by this framework tend to be more of a community focus, and apprentices tend to be employed in community settings as activity leaders, sports coaches and fitness leaders.

## Aims and objectives of this framework (England)

### Activity Leadership in the UK outdoors context

The UK outdoors sector covers a wide-range of leisure, learning and well-being activities undertaken within the natural environment. The sector encompasses private, public, charitable/ not for profit and voluntary operations. It also has an equally mixed range of participants and activities.

The outdoors sector can play an important part in delivering government policies. Concern over

the state of the UK population's health is focusing attention on those industries that are placed to promote both health and well-being through participation in healthy activity. The outdoors also supports UK society through its contribution to areas such as education, rural regeneration, tourism, employment and social cohesion.

Difficulties associated with identifying the outdoors sub-sector in national statistics make it a challenge to estimate, let alone accurately calculate the total 'size' of the outdoors industry. The latest official data suggests that there are around 26,400 employees working in the sector across the UK. However, these figures are felt to underestimate the size of the workforce. Unfortunately, there is no definitive baseline evidence as to the true size of the sector at a national level.

A 2009 sector survey carried out by SkillsActive confirmed that around 14,700 paid members of staff were employed across 300 responding organisations. Furthermore, volunteers form a fundamental part of the sector's workforce. Across the same organisations there were in-excess of 34,000 volunteers. Proportionally, the findings of this survey supported the notion that the outdoors workforce is larger than suggested in national statistics.

The survey highlighted the difficulties of interpolating data to gain a complete UK picture. Estimates using known figures as a foundation suggest a potential total workforce figure of between 60,500 and 88,000 inclusive of volunteers.

Other supporting anecdotal data suggests that the workforce has a slightly higher proportion of males than females, and a younger than average profile.

Age is a particular issue for the sector at both ends of the spectrum. Historically, employers have not employed those under the age of 18. Despite this, the sector is popular with young adults; the seasonality prevalent in the sector may account for this. The sector sees a significant drop-off as workers age, and this 'time bomb' may have an important impact on skills and experience retained within the sector.

The outdoors is difficult to define economically. Widely accepted figures suggest the sector contributes a gross value added output of £430million; this number is believed to be conservative. The outdoors also makes a substantial indirect contribution to the UK economy, for instance, through adventure tourism and through retail spending on outdoor equipment and clothing. It has been estimated that 50% of the UK population takes part in some form of active recreation whilst on holiday; their spending was estimated to be around £2 billion.

The outdoors sector is one of growth; it has consistently outstripped whole economy growth from 1999 to date. Growth is currently believed to be in the positive despite the recent recession. Future growth can only be sustained if suitably qualified and skilled staff are available to support it.

Although a passion for the outdoors is never in short supply from those entering the sector,

valuable experience often is. Employers can often struggle to find the right mix of technical skills, people skills and experience.

The aim of this apprenticeship is to meet the needs of employers for an expansion of funded training programmes, to widen recruitment and improve retention, to improve the experience base at lower levels of the sector as well as to provide progression opportunities to and within the outdoors sector at both intermediate and advanced levels.

The framework will contribute towards:

- meeting the generic skills priorities for the sector including communication, team working, customer services and employability skills;
- addressing sector specific skills gaps in order to provide a quality, welcoming, safe and engaging environment in which participants can enjoy adventurous activities as a medium for recreation, education or development. This environment is only possible with the appropriate leadership and support of properly qualified staff;
- business sustainability by increasing the number of staff holding level 2 qualifications;
- offering clear progression pathways beyond level 2 within the outdoors as well as across the whole of the active leisure and learning sector;
- offering the opportunity for level 2 staff to further develop their skills by engaging in further training at level 3 and above.

How will the framework achieve the above objectives?

- The framework will address the issue of generic skills priorities as these are contained within essential parts of the framework elements. Apprentices will develop these skills through the study and practice of the competence and knowledge elements of the programme.
- The framework allows the employer to tailor training programmes to particular needs through the additional employer's requirements thus allowing apprentices to gain additional technical skills.
- Due to austere economic times, it is important that the sector recognises the value of apprenticeship programmes in up skilling the outdoors workforce and the value of apprentices to their businesses. Having a workforce grown internally via apprenticeship programmes ensures that businesses are supplied with a workforce with both the soft skills and specific technical skills to work and progress within the sector. This benefits the apprentice, the employer and the end-user of the employer's services. Ensuring 'leaked' skills and experience at the older end of the workforce is matched by an in-flow of suitable talent at entry levels helps to maintain equilibrium within the overall skills and experience pool.
- Provision of a clear and logical progression onto a level 3 apprenticeship programme in Outdoor Programmes, with Leisure Management and Sports Development as viable alternative options.

The framework can help to instil the value of development and encourage the learner to seek out further relevant learning opportunities.

### **Activity leadership in a coaching, fitness and leadership context**

There is an estimated 51,900 full and part time staff directly employed in the sport and recreation industry and some of these employees will work as activity leaders in a setting outside of health clubs and gyms. The purpose of the framework is to offer a structured training programme for those who already work in these settings and wish to gain further skills and knowledge to progress their careers, however entry is available to those who newly enter the sector as a career change or without any previous experience.

Employers in the sport and recreation industry have worked hard to establish an industry governed register which clearly defines entry point and progression routes which are recognised and understood by employers, employees and prospective entrants into the sector. The Register of Exercise Professionals (REPs) has been established by employers and allows instructors, coaches, trainers and teachers to know they are operating at the highest standards of professionalism. Registration is achieved and maintained through the gaining of qualifications and training which are endorsed by industry experts and nationally recognised. Qualifications which allow entry onto the register include both competence and knowledge qualifications. All the fitness related qualifications within this apprenticeship framework allow entry onto the register giving the Apprentice a solid and rounded understanding of the industry as well as the opportunity to gain employment and further skills.

In addition to fitness qualified professionals, coaches and leaders also play a major part in sustaining participation rates as well as helping develop elite performance not only across sports but also in fitness. There are approximately 1,177,000 practicing coaches and leaders in the UK in a wide range of settings such as schools, youth clubs, leisure centres, and sport settings. Only around a half of these hold an up to date qualification, thus highlighting the need to provide a sound apprenticeship framework that will give the qualifications for coaches and leaders entering the sector or already practicing. There is a continued employer demand for qualified coaches and leaders as our most recent research documents confirm due to the ever increasing popularity of sport and fitness throughout the UK.

The Government target of having 2 million more adults active by 2012 as outlined in the Department of Health's 2009 strategy for physical Activity in England (Be Active Be Healthy), coaches, leaders and instructors will play a valuable role in improving satisfaction of sport and fitness and through a comprehensive apprenticeship framework that allows employers to recruit and deploy these individuals in a range of settings. Moreover there are several big events in the sector which will impact on the design and take up of this framework, including the 2012 Olympic and Paralympic Games, the 2014 Commonwealth Games and a number of planned world championships as well as the legacy of these events.

This framework will contribute towards:

- meeting the generic skills priorities for the sector this includes communication, team working, customer services and employability skills
- addressing sector specific skills gaps in order to provide a quality, welcoming, safe and motivating environment to provide a quality service in a range of sport and recreation settings
- bringing about a more diverse workforce which reflects the community and customers they serve

How will the framework achieve the above objectives?

- The framework will address the issue of generic skills priorities as all of these skills from customer services to communication and team working are essential part of the framework elements and apprentices will be required to learn, use and practice these skills by obtaining functional skills qualifications and studying for both the competence and knowledge elements of the programme.
- The qualifications contributing to a better skilled workforce within the sector will not only be the competence and the knowledge elements but also the additional employer requirement which will give a great opportunity to tailor apprentices training programme to the employers / customers particular needs and for apprentices to gain additional technical skills.
- Due to the recession, it is important that the sector recognises the value of apprenticeship programmes in up skilling the health and fitness workforce and the value of apprentices to their businesses. Having a workforce grown internally via apprenticeship programmes ensures that business are supplied with a workforce who will have not only the soft skills but also the specific technical skills to work and progress within the industry making a successful business for the employer and a quality experience for the customers.
- SkillsActive will encourage employers to recognize the additional value of the full apprenticeship programmes for getting their workforce qualified as this will equip the apprentices with not only all the essential generic but also the sector specific technical skills.

## Entry conditions for this framework

This **Intermediate Level Apprenticeship in Activity Leadership** is designed for those individuals who are looking to develop their knowledge and skills or gain new knowledge and skills in order to progress their careers, although entry to the sector is also possible at an intermediate level for new entrants to the sector.

It is good practice that apprentices are interviewed by both their employer and training provider and undergo a centre devised initial assessment, testing their literacy and numeracy

skills as well as their attitude to the workplace and customers.

Potential apprentices should have a positive, motivating, can do attitude and be willing to work both as part of a team or on their own. They should be motivated to succeed in the sector and be willing to work shifts, sometimes unsociable hours and travel between sites. Potential apprentices are expected to have the skills to work with and motivate a variety of different clients they will work with. Apprentices might also need to undergo police checks for example when working with vulnerable adults and children. Apprentices will be given the opportunity to gain literacy and numeracy qualifications alongside their industry related skills and qualifications.

It is not a mandatory part of this framework to achieve ICT qualifications, although apprentices are encouraged to take every opportunity to broaden their skills base

# Level 2

Title for this framework at level 2

## Intermediate Level Apprenticeship in Activity Leadership

Pathways for the framework at level 2:

- |            |                      |
|------------|----------------------|
| Pathway 1: | Outdoors             |
| Pathway 2: | Exercise and Fitness |
| Pathway 3: | Coaching             |
| Pathway 4: | Leadership           |

## Level 2, Pathway 1: Outdoors

### Description of this pathway

Apprentices on this programme will achieve a minimum of 56 credits in total.

- 30 credits for competence - Level 2 NVQ Certificate in Activity Leadership
- 10 credits for knowledge - Level 2 Award in Introductory Work in the Outdoors (being the smallest knowledge qualification option on the framework)
- 10 credits for transferrable skills - 5 credits for Maths and 5 credits for English
- 6 credits for ERR - Level 2 Award in Employment Awareness in Active Leisure and Learning

### Entry requirements for this pathway in addition to the framework entry requirements

The UK outdoors sector is a vibrant, exciting and growing one to work in. It is particularly suited to those with a passion and enthusiasm for working both with people and in the outdoors. Although gusto for adventurous activities is a must, it must be remembered that 'activity leadership' is actually about people leadership in activities!

The Apprenticeship in Activity Leadership is designed for those individuals who wish to gain a broad, but solid foundation to allow them to follow a career in the outdoor sector. At Level 2, roles will tend to be working with straight-forward groups in less hazardous activities, often in controlled environments. This includes the following sub-sectors:

- o Outdoor recreation / adventure tourism
- o Outdoor education
- o Outdoor development training
- o Expeditions
- o Outdoor sport development

Other areas of the outdoors such as adventure therapy and bushcraft are not specifically catered for by this apprenticeship programme, but the skills, knowledge and competences that

will be developed are transferable to many areas of the sector.

Job title(s)	Job role(s)
Activity leader	Prepare, lead, conclude and review appropriate outdoor activity sessions in a safe, engaging and inclusive manner for a range of participants. Other duties could include areas such as basic equipment maintenance and care.
Outdoor Instructor	Prepare, lead, conclude and review appropriate outdoor activity sessions in a safe, engaging and inclusive manner for a range of participants. Other duties could include areas such as basic equipment maintenance and care.
Assistant & trainee variations	Prepare, lead, conclude and review appropriate outdoor activity sessions in a safe, engaging and inclusive manner for a range of participants. Other duties could include areas such as basic equipment maintenance and care.
Activity specific titles, for example Climbing Wall Instructor	Prepare, lead, conclude and review appropriate outdoor activity sessions in a safe, engaging and inclusive manner for a range of participants. Other duties could include areas such as basic equipment maintenance and care.

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 2 NVQ Certificate in Activity Leadership					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9806/8	Active IQ	30	224	N/A
C1b	501/0082/8	Edexcel	30	224	N/A
C1c	501/0241/2	IAO	30	224	N/A
C1d	600/0347/9	YMCA Awards	30	224	N/A
C1e	600/0413/7	NCFE	30	224	N/A
C1f	600/0382/0	VTCT	30	224	N/A
C1g	600/1201/8	1st4sport	30	224	N/A
C1h	601/4886/x	Focus Awards	30	224	N/A

## Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Coaching Water Skiing/Wakeboarding					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	501/0611/9	1st4sport	17	81	N/A

K2 - BTEC Level 2 Award in Skills and Activities for Sport and Active Leisure (Outdoor Education)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/8433/1	Pearson	10	60	N/A

### K3 - BTEC Level 2 Certificate in Sailing and Watersports

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/6727/8	Pearson	30	180	N/A

### K4 - BTEC Level 2 Extended Certificate in Skills and Activities for Sport and Active Leisure (Outdoor Education)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	500/8436/7	Pearson	30	180	N/A

### K5 - BTEC Level 2 Subsidiary Certificate in Sailing and Watersports

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	500/6521/X	Pearson	20	160	N/A

### K6 - Level 2 Certificate in Coaching Orienteering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	603/0966/0	1st4sport	12	32	N/A

### K7 - Level 2 Award in Introductory Work in the Outdoors

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K7a	600/8018/8	OCNWMR	11	65	N/A
K7b	600/2685/6	1st4sport	10	57	N/A

## K8 - Level 2 Certificate in Introductory Work in the Outdoors

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K8a	601/2340/0	Active IQ	14	77	N/A
K8b	600/8081/4	OCNWMR	14	77	N/A

## K9 - Level 2 Certificate in Coaching Cable Wakeboarding

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K9a	601/3196/2	1st4sport	17	81	N/A

## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

K1-K9 provide the underpinning knowledge and understanding for C1.

There is a range of qualifications with a variety of credit values so the learner and employer could choose the ones most suited to the learner's needs and job roles.

For guidance in selecting the most appropriate knowledge qualification, providers and employers are welcome to contact SkillsActive on an individual learner basis / case.

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for English:

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for Maths:

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

If YES, please state the grade/level required for ICT:

[Click here to enter text.](#)

# Progression routes into and from this pathway

## PROGRESSION INTO THIS PROGRAMME

There are no pre-defined entry routes, however learners wishing to progress into this apprenticeship programme could come from a variety of backgrounds with a variety of qualifications. These might include diplomas, GCSEs, A levels or vocational training routes such as Young Apprenticeships or other vocational qualifications and work experience.

Learners can also progress into this apprenticeship if they are already employed in the sector and wish to develop their knowledge and skills to progress their careers.

Learners can also progress into this programme from employment in a different sector as a career change.

## PROGRESSION FROM THIS PROGRAMME

Successful completion of the Intermediate Level Apprenticeship in Activity Leadership can open doors to a wide range of progression opportunities within the sector. Typically, employers like to recruit staff with a mix of two or three National Governing Body qualifications plus relevant workplace experience – completion of an apprenticeship is a good stepping stone towards meeting these needs. Of course, looking at progression into the Advanced level Apprenticeship in Outdoor Programmes is one obvious route to take, but there are others including into other areas of the active leisure and learning sector.

With an appropriate level of experience, more advanced people skills and a greater portfolio of technical NGB qualifications, a wider range of roles will become accessible. These are likely to involve more demanding adventurous activities, working in more remote settings or with more challenging groups of participants, such as corporate groups or the socially disengaged. For those looking to work in an educational setting, there is normally a need for appropriate teaching qualifications which can include a degree.

Looking beyond an outdoor instructor role, career development can often lead to significant elements of leadership and management within roles. Promotion or progression into roles such as a Chief Instructor or Centre Manager are quite possible.

A career in the outdoors can develop an impressive tool box of transferable skills. A range of opportunities are available to those who are willing to work towards and gain the experience and qualifications needed to work successfully within the sector. Whichever path the apprentice takes, this framework offers a sound initial platform to work from.

## CERTIFICATION

On completion of all components of this apprenticeship programme and meeting the full framework requirement, learners or training providers/employers on the learners' behalf and authorized by the learner must apply to the relevant Certifying Body to request the overarching apprenticeship certificate. For further information on this process please check the Apprenticeship Certification England (ACE) website on [www.acecerts.co.uk](http://www.acecerts.co.uk)

## Employee rights and responsibilities

In the Active Leisure and Learning sector the employee rights and responsibilities requirement of the apprenticeship programme will be met by all apprentices completing an externally assessed and verified qualification covering all nine national outcomes of the employee rights and responsibilities listed below:

- Employer and employee statutory rights and responsibilities under Employment Law
- Procedures and documentation in their organisation which recognises and protects their relationship with their employer/ Health and Safety, Equality and Diversity training must be an integral part of the apprentice's learning programme
- The range of sources of information and advice available to on employment rights and responsibilities
- The role played by this occupation within the organisation and industry
- Types of career pathways open to the apprentice
- Types of representative bodies and understands their relevance to their industry and organisation and their main roles and responsibilities
- How and where to get information and advice on the industry, occupation, training and career
- The organisation's principles and codes of practice
- Issues of public concern that affect the organisation and industry

It is a mandatory outcome of the apprenticeship programme that all apprentices complete one of the qualifications listed below covering all nine national outcomes of the employee rights and responsibilities listed above:

- YMCA Awards Level 2 Award in Employment Awareness in Active Leisure and Learning 500/6534/8
- 1st4sport Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7337/0
- VTCT Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7393/x
- Active IQ Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7367/9
- IAO Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7237/7
- Pearson BTEC Level 2 Award in Employment Awareness in Active Leisure and Learning

500/9273/X

- NCFE Level 2 Award in Employment Awareness in Active Leisure and Learning 501/1810/9
- IQ Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4709/4
- HABC Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4477/9
- Focus Awards Level 2 Award in Employment Awareness in Active Leisure and Learning 601/4968/1

Please note the above qualifications account for 6 credits towards the framework.

Evidence of achievement of ERR will be a copy of the achievement certificate for one of the above listed qualifications.

## Level 2, Pathway 2: Exercise and Fitness

### Description of this pathway

Apprentices on this programme will achieve a minimum of 56 credits.

- 30 credits for competence - Level 2 NVQ Certificate in Activity Leadership
- 10 credits for knowledge - Level 2 Award in Exercise and Fitness Instruction Settings (being the smallest knowledge qualification option on the framework)
- 10 credits for transferrable skills - 5 credits for Maths and 5 credits for English
- 6 credits for ERR - Level 2 Award in Employment Awareness in Active Leisure and Learning

### Entry requirements for this pathway in addition to the framework entry requirements

There are no further entry requirements in addition to those listed earlier in the main entry requirements for the framework.

Job title(s)	Job role(s)
Fitness Instructor	Prepare for, plan, deliver and evaluate exercise and fitness sessions for a variety of apparently healthy groups of people
Activity Leader	Prepare, plan, deliver and evaluate activity sessions to a variety of clients

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 2 NVQ Certificate in Activity Leadership					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9806/8	Active IQ	30	224	N/A
C1b	501/0082/8	Edexcel	30	224	N/A
C1c	501/0241/2	IAO	30	224	N/A
C1d	600/0347/9	YMCA Awards	30	224	N/A
C1e	600/0413/7	NCFE	30	224	N/A
C1f	600/0382/0	VTCT	30	224	N/A
C1g	600/1201/8	1st4sport	30	224	N/A
C1h	601/4886/x	Focus Awards	30	224	N/A

## Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Fitness Instructing					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/8269/3	YMCA Awards	23	157	N/A
K1b	500/8722/8	VTCT	23	157	N/A
K1c	500/8756/3	Active IQ	23	157	N/A
K1d	500/8309/0	IAO	23	157	N/A
K1e	500/8513/x	NCFE	23	157	N/A
K1f	600/4355/6	Pearson BTEC	23	157	N/A
K1g	601/6790/7	1st4sport	23	157	N/A
K1h	601/5883/9	Focus Awards	23	157	N/A

## K2 - Level 2 Certificate in Leading Health Related Activity Sessions

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	601/3891/9	Active IQ	15	107	N/A

## K3 - Level 2 Diploma in Exercise, Health and Fitness Studies

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	600/8631/2	VTCT	43	310	N/A

## K4 - Level 2 Diploma in Active Leisure (Group C + One of D, E, F or G or Group S or Group L or Group M)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	600/8160/0	Active IQ	60	390	N/A

## K5 - Level 2 Award in Exercise and Fitness Instruction

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	500/8430/6	Pearson BTEC	10	60	N/A

## K6 - Level 2 Certificate in Coaching Strength and Conditioning for Sport

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	600/0200/1	1st4sport	19	40	N/A

### K7 - Level 2 Certificate in Fitness Walking

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K7a	600/6203/4	YMCA Awards	18	124	N/A

### K8 - Level 2 Diploma in Health, Fitness and Exercise Instruction

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K8a	600/6744/5	YMCA Awards	59	404	N/A

### K9 - Level 2 Certificate in Instructing Pre-designed Exercise Sessions

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K9a	600/2823/3	Active IQ	22	155	N/A

### K10 - Level 2 Certificate In Fitness Instruction and Self Development in Active Leisure

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K10a	601/0298/6	Active IQ	25	164	N/A

### K11 - Level 2 Diploma In Health and Fitness

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K11a	600/9561/1	Active IQ	63	463	N/A

## K12 - Level 2 Diploma in Promoting Health and Wellness

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K12a	601/0191/X	YMCA Awards	49	350	N/A

## K13 - Level 2 Certificate In Instructing Circuit Training Sessions

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K13a	601/0485/5	YMCA Awards	24	159	N/A

## K14 - Level 2 Diploma in Active Leisure for Exercise Professionals

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K14a	601/3720/4	IAO	60	387	N/A

## K15 - Level 2 Certificate in Coaching Weight Lifting

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K15a	601/8957/5	1st4sport	15	16	N/A

## K16 - Level 2 Diploma in Fitness Instructing, Sales and Business Skills

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K16a	601/6069/X	Active IQ	73	467	N/A

## K17 - Level 2 Certificate in Instructing Group Indoor Cycling Sessions

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K17a	601/5010/5	YMCA Awards	20	136	N/A

## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

K1-K17 provides the underpinning knowledge for C1 in a fitness and physical activity focused setting.

A range of qualifications with a variety of credit values are available, learners and employers should choose the ones most suited to the learner's needs and job roles. For example if an apprentice works in a community setting and is responsible for community based activities then the appropriate choice could be the Level 2 Award or Certificate in Increasing Participation in Sport and Active Leisure in Community Settings. For those apprentices working with people with disabilities or elderly groups in community settings, the recommended choice would be the Level 2 Certificate in Instructing Exercise to Music to Older Adults and People with Disabilities. For guidance in selecting the most appropriate knowledge qualification, providers and employers are welcome to contact SkillsActive on an individual case / basis.

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for English:

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for Maths:

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

If YES, please state the grade/level required for ICT:

[Click here to enter text.](#)

# Progression routes into and from this pathway

## **PROGRESSION INTO THIS INTERMEDIATE LEVEL PROGRAMME**

There are no pre-defined entry routes, however learners wishing to progress into this apprenticeship programme could come from a variety of backgrounds with a variety of qualifications. These might include diplomas, GCSEs, A levels or vocational training routes such as Young Apprenticeships or other vocational qualifications and work experience.

Learners can also progress into this apprenticeship if they are already employed in the sector and wish to develop their knowledge and skills to progress their careers.

Learners can also progress into this programme from employment in a different sector as a career change.

## **PROGRESSION FROM THIS INTERMEDIATE LEVEL PROGRAMME**

On completion of this intermediate level apprenticeship, learners can progress onto a specialist role in teaching exercise to children, or onto the Advanced Level Advanced Fitness Apprenticeship and progress to roles which are more specialist and require greater technical knowledge and skill, for example Studio Coordinator, Assistant Manager etc.

They can also progress onto a variety of vocational qualifications offered by private providers of FE colleges allowing them to gain further knowledge in any of our subsectors, for example they can become Personal Trainers by completing an Advanced Level apprenticeship in Advanced Fitness or Centre Managers by progressing onto a Leisure Management programme.

Further information on qualifications and progression guidance withing health and fitness can be found at [www.exerciseregister.org](http://www.exerciseregister.org)

## **CERTIFICATION**

On completion of all components of this apprenticeship programme and meeting the full framework requirement, learners or training providers/employers on the learners' behalf and authorized by the learner must apply to the relevant Certifying Body to request the overarching apprenticeship certificate. For further information on this process please check the Apprenticeship Certification England (ACE) website on [www.acecerts.co.uk](http://www.acecerts.co.uk)

## Employee rights and responsibilities

In the active leisure, learning and well-being sector the employee rights and responsibilities requirement of the apprenticeship programme will be met by all apprentices completing an externally assessed and verified qualification covering all nine national outcomes listed below:

- Employer and employee statutory rights and responsibilities under Employment Law
- Procedures and documentation in their organisation which recognises and protects their relationship with their employer/ Health and Safety, Equality and Diversity training must be an integral part of the apprentice's learning programme
- The range of sources of information and advice available to on employment rights and responsibilities
- The role played by this occupation within the organisation and industry
- Types of career pathways open to the apprentice
- Types of representative bodies and understands their relevance to their industry and organisation and their main roles and responsibilities
- How and where to get information and advice on the industry, occupation, training and career
- The organisation's principles and codes of practice
- Issues of public concern that affect the organisation and industry

It is a mandatory outcome of the apprenticeship programme that all apprentices complete one of the qualifications listed below covering all nine of the national outcomes of the employee rights and responsibilities listed above:

- YMCA Awards Level 2 Award in Employment Awareness in Active Leisure and Learning 500/6534/8
- 1st4sport Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7337/0
- VTCT Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7393/x
- Active IQ Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7367/9
- IAO Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7237/7
- Pearson BTEC Level 2 Award in Employment Awareness in Active Leisure and Learning 500/9273/X
- NCFE Level 2 Award in Employment Awareness in Active Leisure and Learning 501/1810/9
- IQ Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4709/4
- HABC Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4477/9
- Focus Awards Level 2 Award in Employment Awareness in Active Leisure and Learning 601/4968/1

Please note the above qualifications account for 6 credits towards the framework.

Evidence of achievement of ERR will be a copy of the achievement certificate for one of the above listed qualifications.

### **Certification Requirements for ERR**

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Evidence of achievement of ERR will be a copy of the achievement certificate for one of the above listed qualifications.

### **Certification Requirements for ERR**

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

## Level 2, Pathway 3: Coaching

### Description of this pathway

Apprentices on this programme will achieve a minimum of 63 credits in total.

- 30 credits for competence - Level 2 NVQ Certificate in Activity Leadership
- 17 credits for knowledge - Level 2 Certificate in Coaching Triathlon (being the smallest knowledge qualification option on the framework)
- 10 credits for transferrable skills - 5 credits for Maths and 5 credits for English
- 6 credits for ERR- - Level 2 Award in Employment Awareness in Active Leisure and Learning

### Entry requirements for this pathway in addition to the framework entry requirements

In addition to the framework entry conditions, apprentices on this pathway should show passion and interest in a specific sport and it might be advantageous to have experience in the choice of sport or hold a level 1 qualification in the context of that sport, however this is not mandatory.

<b>Job title(s)</b>	<b>Job role(s)</b>
Community Sports Coach	Plan, prepare, deliver and evaluate the coaching programme to develop participants of the given sport
Activity Leaders	Plan, prepare, deliver and evaluate activity programmes for a variety of clients when participating in a given sport

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 2 NVQ Certificate in Activity Leadership					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9806/8	Active IQ	30	224	N/A
C1b	501/0082/8	Edexcel	30	224	N/A
C1c	501/0241/2	IAO	30	224	N/A
C1d	600/0347/9	YMCA Awards	30	224	N/A
C1e	600/0413/7	NCFE	30	224	N/A
C1f	600/0382/0	VTCT	30	224	N/A
C1g	600/1201/8	1st4sport	30	224	N/A
C1h	601/4886/x	Focus Awards	30	224	N/A

## Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Coaching Football					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	601/8972/0	1st4sport	15	73	N/A

K2 - Level 2 Certificate in Coaching Angling					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/0057/0	1st4sport	17	32	N/A

### K3 - Level 2 Certificate in Coaching Cycling

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	501/1872/9	1st4sport	17	30	N/A

### K4 - Level 2 Certificate in Coaching Gymnastics

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	600/0487/3	1st4sport	18	32	N/A

### K5 - Level 2 Certificate in Coaching Hockey

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	603/1016/9	1st4sport	13	31	N/A

### K6 - Level 2 Certificate in Coaching Judo

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	603/1611/1	1st4sport	13	40	N/A

### K7 - Level 2 Certificate in Coaching Netball

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K7a	603/0561/7	1st4sport	12	45	N/A

### K8 - Level 2 Certificate in Coaching Orienteering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K8a	603/0966/0	1st4sport	12	32	N/A

### K9 - Level 2 Certificate in Coaching Rounders

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K9a	501/2227/7	1st4sport	17	24	N/A

### K10 - Level 2 Certificate in Coaching Rowing

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K10a	603/1447/3	1st4sport	12	32	N/A

### K11 - Level 2 Certificate in Coaching Rugby Union

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K11a	603/2145/3	1st4sport	16	24	N/A

### K12 - Level 2 Certificate In Coaching Strength and Conditioning for Sport

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K12a	600/0200/1	1st4sport	19	40	N/A

### K13 - Level 2 Certificate In Coaching Table Tennis

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K13a	600/0493/9	1st4sport	18	32	N/A

### K14 - Level 2 Certificate in Coaching Tennis

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K14a	600/0489/7	1st4sport	18	57	N/A

### K15 - Level 2 Triathlon Coach

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K15a	603/0404/2	1st4sport	11	50	N/A

### K16 - Level 2 Certificate in Coaching Water Skiing/Wakeboarding

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K16a	501/0611/9	1st4sport	17	48	N/A

### K17 - Level 2 Certificate in Coaching Handball

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K17a	600/1541/X	1st4sport	17	32	N/A

## K18 - Level 2 Certificate in Coaching Parkour/Freerunning

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K18a	600/1885/9	1st4sport	18	40	N/A

## K19 - Level 2 Certificate in Teaching Aquatics

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K19a	600/2075/1	ASA	17	143	N/A

## K20 - Level 2 Certificate in Coaching Bowls

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K20a	600/6090/6	1st4sport	17	40	N/A

## K21 - Level 2 Certificate in Coaching Fives

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K21a	600/3895/0	1st4sport	18	31	N/A

## K22 - Level 2 Certificate in Coaching Volleyball

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K22a	600/4495/0	1st4sport	17	48	N/A

### K23 - Level 2 Certificate in Coaching Wrestling

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K23a	600/4339/8	1st4sport	18	45	N/A

### K24 - Level 2 Certificate in Coaching Young People and Adults Cricket

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K24a	601/1093/4	1st4sport	18	32	N/A

### K25 - Level 2 Certificate in Coaching Children's Cricket

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K25a	601/1072/7	1st4sport	18	32	N/A

### K26 - Level 2 Certificate in Coaching Performance Motorsport

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K26a	601/1857/X	1st4sport	17	32	N/A

### K27 - Level 2 Certificate in Coaching Participation Motorsport

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K27a	601/1787/4	1st4sport	17	32	N/A

## K28 - Level 2 Certificate in Coaching Boccia

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K28a	601/1191/4	1st4sport	18	44	N/A

## K29 - Level 2 Certificate in Coaching Cable Wakeboarding

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K29a	601/3196/2	1st4sport	17	48	N/A

## K30 - Level 2 Certificate in Coaching Weight Lifting

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K30a	601/8957/5	1st4sport	15	16	N/A

## K31 - Level 2 Certificate in Snooker Coaching

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K31a	603/1047/9	1st4sport	13	40	N/A

## K32 - Level 2 Certificate in Coaching

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K32a	603/2743/1	1st4sport	13	31	N/A

### K33 - Level 2 Certificate In Coaching Basketball

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K33a	600/0063/6	1st4sport	17	48	N/A

### K34 - Level 2 Certificate in Coaching Taekwondo

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K34a	603/0184/3	1st4sport	13	27	N/A

### K35 - Level 2 Certificate in Coaching Korfball

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K35a	603/0148/X	1st4sport	13	32	N/A

### K36 - Level 2 Certificate In Coaching Wheelchair Rugby

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K36a	601/6980/1	1st4sport	13	32	N/A

### K37 - Level 2 Certificate in Equestrian Coaching

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K37a	603/1443/6	1st4sport	14	30	N/A

## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

K1-K37 provide the underpinning knowledge for C1 in a coaching context.

A range of coaching qualifications with a variety of credit values are available, the learner and employer could choose the the qualifications most suited to the learners' needs and specific job roles. For example, for an apprentice working in a setting where they are responsible for planning and delivering volleyball sessions to participants , the most appropriate selection would be the Level 2 Certificate in Coaching Volleyball.

For advice and guidance on selecting the most appropriate knowledge qualification, providers and employers are welcome to contact SkillActive on an individual learner basis / case.

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for English:

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for Maths:

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

If YES, please state the grade/level required for ICT:

Click here to enter text.

# Progression routes into and from this pathway

## PROGRESSION INTO THIS INTERMEDIATE LEVEL PROGRAMME

There are no pre-defined entry routes, however learners wishing to progress into this apprenticeship programme could come from a variety of backgrounds with a variety of qualifications. These might include diplomas, GCSEs, A levels or vocational training routes such as Young Apprenticeships or other vocational qualifications and work experience.

Learners can also progress into this apprenticeship if they are already employed in the sector and wish to develop their knowledge and skills to progress their careers.

Learners can also progress into this programme from employment in a different sector as a career change.

## PROGRESSION FROM THIS INTERMEDIATE LEVEL PROGRAMME

Successful completion of the Intermediate Level Apprenticeship in Coaching can open doors to a wide range of progression opportunities within the sector. Typically, employers like to recruit staff with a mix of two or three NGB qualifications plus relevant workplace experience—completion of an apprenticeship is a good stepping stone towards meeting these needs.

Progression into a level 3 Advanced Apprenticeship in Coaching is one obvious route to take, but there are others including into other areas of the active leisure and learning sector. With an appropriate level of experience, more advanced people skills and a greater portfolio of technical NGB qualifications, a wider range of roles will become accessible.

For those looking to work in an educational setting, there is normally a need for appropriate teaching qualifications which can include a degree. Looking beyond a coaching role, career development can often lead to significant elements of leadership and management within roles.

Promotion or progression into roles such as a Sport Development Officer or Manager as well as Community Sports Development Manager is also a possibility on completion of this apprenticeship programme and after having worked in the sector for some time.

A career in the coaching can develop an impressive tool box of transferable skills. A range of opportunities are available to those who are willing to work towards and gain the experience and qualifications needed to work successfully within the sector. Whichever path the apprentice takes, this framework offers a sound initial platform to work from.

## CERTIFICATION

On completion of all components of this apprenticeship programme and meeting the full framework requirement, learners or training providers/employers on the learners' behalf and authorized by the learner must apply to the relevant Certifying Body to request the overarching apprenticeship certificate. For further information on this process please check the Apprenticeship Certification England (ACE) website on [www.acecerts.co.uk](http://www.acecerts.co.uk)

## Employee rights and responsibilities

In the active leisure, learning and well-being sector the employee rights and responsibilities requirement of the apprenticeship programme will be met by all apprentices completing an externally assessed and verified qualification covering all nine national outcomes listed below:

- Employer and employee statutory rights and responsibilities under Employment Law
- Procedures and documentation in their organisation which recognises and protects their relationship with their employer/ Health and Safety, Equality and Diversity training must be an integral part of the apprentice's learning programme
- The range of sources of information and advice available to on employment rights and responsibilities
- The role played by this occupation within the organisation and industry
- Types of career pathways open to the apprentice
- Types of representative bodies and understands their relevance to their industry and organisation and their main roles and responsibilities
- How and where to get information and advice on the industry, occupation, training and career
- The organisation's principles and codes of practice
- Issues of public concern that affect the organisation and industry

It is a mandatory outcome of the apprenticeship programme that all apprentices complete one of the qualifications listed below covering all nine of the national outcomes of the employee rights and responsibilities listed above:

- YMCA Awards Level 2 Award in Employment Awareness in Active Leisure and Learning 500/6534/8
- 1st4sport Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7337/0
- VTCT Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7393/x
- Active IQ Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7367/9
- IAO Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7237/7
- Pearson BTEC Level 2 Award in Employment Awareness in Active Leisure and Learning 500/9273/X

- NCFE Level 2 Award in Employment Awareness in Active Leisure and Learning 501/1810/9
- IQ Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4709/4
- HABC Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4477/9
- Focus Awards Level 2 Award in Employment Awareness in Active Leisure and Learning 601/4968/1

Please note the above qualifications account for 6 credits towards the framework.

Evidence of achievement of ERR will be a copy of the achievement certificate for one of the above listed qualifications.

### **Certification Requirements for ERR**

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

## Level 2, Pathway 4: Leadership

### Description of this pathway

Apprentices on this programme will achieve a minimum of 56 credits in total.

- 30 credits for competence - Level 2 NVQ Certificate in Activity Leadership
- 10 credits for knowledge - for example Level 2 Certificate in Leading health related activity sessions (being one of the smallest knowledge qualification option on the framework)
- 10 credits for transferrable skills - 5 credits for Maths and 5 credits for English
- 6 credits for ERR - Level 2 Award in Employment Awareness in Active Leisure and Learning

### Entry requirements for this pathway in addition to the framework entry requirements

There are no further entry requirements in addition to those listed earlier in the main entry requirements for the framework.

Job title(s)	Job role(s)
Activity Leader	Prepare, lead, conclude and review appropriate activity sessions in a safe, engaging and inclusive manner for a range of participants. Other duties could include areas such as basic equipment maintenance and care.

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 2 NVQ Certificate in Activity Leadership					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9806/8	Active IQ	30	224	N/A
C1b	501/0082/8	Pearson Edexcel	30	224	N/A
C1c	501/0241/2	IAO	30	224	N/A
C1d	600/0347/9	YMCA Awards	30	224	N/A
C1e	600/0413/7	NCFE	30	224	N/A
C1f	600/0382/0	VTCT	30	224	N/A
C1g	600/1201/8	1st4sport	30	224	N/A
C1h	601/4886/x	Focus Awards	30	224	N/A

## Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Supporting Learning in Physical Education and School Sport					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	603/2131/3	1st4sport	18	80	N/A
K1b	601/8047/X	Focus Awards	18	158	N/A

## K2 - Level 2 Certificate in Leading Health Related Activity Sessions

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	601/3891/9	Active IQ	15	107	N/A

## K3 - Level 2 Certificate in the Principles and Preparations for Coaching Sport

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	501/1151/6	NCFE	13	93	N/A
K3b	600/8098/X	NOCN	13	93	N/A

## K4 - BTEC Level 2 Certificate in Leadership through Sport

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	600/5697/6	Pearson	30	180	N/A

## K5 - BTEC Level 2 Diploma in Leadership through Sport

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	600/5698/8	Pearson	50	300	N/A

## K6 - Level 2 Diploma in Active Leisure (Group S)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	600/8160/0	Active IQ	60	390	N/A

## K7 - Level 2 Diploma In Health and Fitness (Group Q)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K7a	600/9561/1	Active IQ	63	405	N/A

## K8 - Level 2 Diploma in Fitness Instructing, Sales and Business Skills

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K8a	601/6069/X	Active IQ	73	515	N/A

## K9 - Level 2 Certificate in Coaching

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K9a	603/2743/1	1st4sport	13	31	N/A

## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

K1-K9 provide the underpinning knowledge and understanding for C1.

There is a range of qualifications with a variety of credit values so the learner and employer could choose the ones most suited to the learner's needs and job roles.

For guidance in selecting the most appropriate knowledge qualification, providers and employers are welcome to contact SkillsActive on an individual learner basis / case.

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for English:

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for Maths:

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

If YES, please state the grade/level required for ICT:

[Click here to enter text.](#)

# Progression routes into and from this pathway

## PROGRESSION INTO THIS INTERMEDIATE LEVEL PROGRAMME

There are no pre-defined entry routes, however learners wishing to progress into this apprenticeship programme could come from a variety of backgrounds with a variety of qualifications. These might include diplomas, GCSEs, A levels or vocational training routes such as Young Apprenticeships or other vocational qualifications and work experience.

Learners can also progress into this apprenticeship if they are already employed in the sector and wish to develop their knowledge and skills to progress their careers.

Learners can also progress into this programme from employment in a different sector as a career change.

## PROGRESSION FROM THIS INTERMEDIATE LEVEL PROGRAMME

On completion of this programme, learners can progress into coaching roles and programmes as well as progress onto the Advanced Level Apprenticeship in Sports Development.

Apprentices can also progress onto a variety of vocational qualifications offered by private providers and FE colleges allowing them to gain further knowledge in any of our subsectors.

For those looking to work in an educational setting, there is normally a need for appropriate teaching qualifications which can include a degree. Looking beyond a coaching role, career development can often lead to significant elements of leadership and management within roles.

Some apprentices may wish to progress their careers in a leadership role and gain further qualifications to assist them towards becoming assistant teachers or qualified teachers in schools or Further Education colleges. For further information on teaching qualifications please check the following website: [www.tda.gov.uk](http://www.tda.gov.uk)

## CERTIFICATION

On completion of all components of this apprenticeship programme and meeting the full framework requirement, learners or training providers/employers on the learners' behalf and authorized by the learner must apply to the relevant Certifying Body to request the overarching apprenticeship certificate. For further information on this process please check the Apprenticeship Certification England (ACE) website on [www.acecerts.co.uk](http://www.acecerts.co.uk)

## Employee rights and responsibilities

In the Active Leisure and Learning sector the employee rights and responsibilities requirement of the apprenticeship programme will be met by all apprentices completing an externally assessed and verified qualification covering all nine national outcomes listed below:

- Employer and employee statutory rights and responsibilities under Employment Law
- Procedures and documentation in their organisation which recognises and protects their relationship with their employer/ Health and Safety, Equality and Diversity training must be an integral part of the apprentice's learning programme
- The range of sources of information and advice available to on employment rights and responsibilities
- The role played by this occupation within the organisation and industry
- Types of career pathways open to the apprentice
- Types of representative bodies and understand their relevance to their industry and organisation and their main roles and responsibilities
- How and where to get information and advice on the industry, occupation, training and career
- The organisation's principles and codes of practice
- Issues of public concern that affect the organisation and industry

It is a mandatory outcome of the apprenticeship programme that all apprentices complete one of the qualifications listed below covering all nine of the national outcomes of the employee rights and responsibilities listed above:

- YMCA Awards Level 2 Award in Employment Awareness in Active Leisure and Learning 500/6534/8
- 1st4sport Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7337/0
- VTCT Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7393/x
- Active IQ Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7367/9
- IAO Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7237/7
- Pearson BTEC Level 2 Award in Employment Awareness in Active Leisure and Learning 500/9273/X
- NCFE Level 2 Award in Employment Awareness in Active Leisure and Learning 501/1810/9
- IQ Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4709/4
- HABC Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4477/9
- Focus Awards Level 2 Award in Employment Awareness in Active Leisure and Learning 601/4968/1

Please note the above qualifications account for 6 credits towards the framework.

Evidence of achievement of ERR will be a copy of the achievement certificate for one of the above listed qualifications.

### **Certification Requirements for ERR**

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

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The remaining sections apply to all levels and pathways within this framework.

## How equality and diversity will be met

The Activity Leadership apprenticeship aims to promote diversity, opportunity and inclusion by offering a high quality learning experience.

The delivery of this programme must be in a setting free from prejudice and discrimination where all learners can contribute fully and freely and feel valued.

The selection and recruitment of apprentices for the programme must be inclusive and available to all people regardless of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, sexual orientation and socio-economic disadvantage.

### ISSUES, BARRIERS AND ACTIONS

**The UK outdoors sector** has a slightly higher proportion of males (56%) than females (44%), and a younger than average profile. Age is a particular issue for the sector at both ends of the spectrum. Historically, organisations have not employed those under the age of 18 due to the nature of adventurous activities and participant groups using the outdoors (children and corporate groups for example).

Despite this, the sector is very popular with young adults; the seasonality prevalent in the sector may account for this. The sector sees a significant drop-off as workers age, and this 'time bomb' may have an important impact on skills and experience retained within the sector. The sector has a need for multi-skilled 'all-rounders', and flexible apprenticeships can play a crucial role in feeding young talent into the sector, whilst allowing employers the opportunity to shape training programmes to their needs.

The outdoors sector has often been seen to have a lower level of academic attainment, in part due to it being attractive to those of a more practical nature. The work-based learning at the core of an apprenticeship is vital in assisting learners with the achievement of relevant qualifications.

Ethnic minority representation is low within the sector, and the promotion of apprenticeships through engagement with appropriate partners and relevant initiatives will help to encourage redress.

The **health and fitness industry** is made up of nearly 6000 private and public health clubs. The majority of the workforce are members of staff who work on the gym floor. As a result of the current economic situation, a possible barrier to entering the fitness industry is the fact that the disposable income has considerably reduced in most households, therefore members of the public are more cautious about spending money on health club membership. There is notably a competitive spirit amongst health clubs offering shorter commitment periods, reduced joining

/membership fees and competitive rates for group exercise sessions. Ultimately competition not only means that the fittest will survive, but unfortunately the current economic climate has also caused a drop in pay increase and reduced support in training and development due to the cost. However, this is where an apprenticeship programme like this can contribute, by ensuring that those interested in entering the sector or are already employed in the sector are given the opportunity to gain and develop their knowledge and skills despite the current economic difficulties to ensure they stand out and succeed.

63% of the workforce is female and although they have a presence across all roles, this decreases as the roles become more senior.

Having an intermediate level apprenticeship programmes on offer in fitness makes it possible for all members of staff to develop their skills and knowledge. Therefore this framework can contribute to encouraging more women to develop their skills and the fact that an advanced level programme is available in both fitness and leisure management will enable them to fill more senior roles in the near future.

The fitness workforce is predominantly white at 92.5% with the remaining 7.5% split between other minorities.

By having an open access, prejudice and discrimination free recruitment process to our apprenticeship programmes, we are encouraging anyone interested from any race, religion and ethnicity to enter the sector, and this way we can make a small contribution to trying to ensure the ethnicity balance will improve over a period of time.

The UK **sport and recreation sector** has a slightly higher proportion of males (53%) than females (47%), and a younger than average profile. Age is a particular issue for the sector where traditionally roles in the sector are occupied by those aged 16-24 with 32% in sport and recreation. Despite this statistic, the sector is popular. The sector sees a significant drop-off as workers age, and this 'time bomb' may have an important impact on skills and experience retained within the sector. The sector has a need for multi-skilled 'all-rounders', and flexible apprenticeships can play a crucial role in feeding young talent into the sector, whilst allowing employers the opportunity to shape training programmes to their needs.

The sport and recreation sector has often been seen to have a lower level of academic attainment, in part due to it being attractive to those of a more practical nature. The work-based learning at the core of an apprenticeship is vital in assisting learners with the achievement of relevant qualifications. Overall, the sector is mainly white as seen across all industries in the UK economy (94 per cent of SkillsActive industries compared to 91 per cent across all UK industries). In terms of non-white ethnic groups, the UK sector workforce has a smaller Asian or Asian British workforce to that across all UK industries. Therefore ethnic minority representation is low within the sector, and the promotion of apprenticeships through engagement with appropriate partners and relevant initiatives will help to encourage redress. The sport and recreation and health and fitness industries is made up of nearly 6000 leisure centres and approximately 150,000 voluntary sports clubs. The majority of the workforce are volunteer staff who work in the club setting. As a result of the current economic situation, there is notably a competition amongst clubs and ultimately this does not only mean that the

fittest will survive, but unfortunately the current economic climate has also caused a drop in pay increase and reduced support in training and development due to the cost. However, this is where an apprenticeship programme like this can contribute, by ensuring that those interested in entering the sector or are already employed in the sector are given the opportunity to gain and develop their knowledge and skills despite the current economic difficulties to ensure they stand out and succeed. 63% of the workforce is female and although they have a presence across all roles, this decreases as the roles become more senior. Having an intermediate level apprenticeship programmes on offer in coaching makes it possible for all members of staff to develop their skills and knowledge. Therefore this framework can contribute to encouraging more women to develop their skills and the fact that an advanced level programme is available in coaching will enable them to fill more senior roles in the near future.

By having an open access, prejudice and discrimination free recruitment process to our apprenticeship programmes, we are encouraging anyone interested from any race, religion and ethnicity to enter the sector, and this way we can make a small contribution to trying to ensure the ethnicity balance will improve over a period of time.

## On and off the job guided learning (England)

### Total GLH for each pathway

#### Legal Requirement

The Specification of Apprenticeship Standards England (SASE) states that apprentices must complete a minimum of 280 Guided Learning Hours (GLH) per year when undertaking an Intermediate Level Apprenticeship. A minimum of 100 GLH (or 30% of the total GLH whichever is greater) must be completed each year of the programme away from the apprentices' immediate area and pressure of work (off the job).

Definition:

**ON THE JOB** = Learning which encourages and enables the apprentice to demonstrate practical job-related skills and to practise and apply these skills in the context of the job. This type of learning will be delivered in the workplace and through practical experience of doing the job.

**OFF THE JOB** = Learning which encourages and enables the apprentice to develop the technical skills of the job and to develop their knowledge of theoretical concepts across a range of contexts and the wider market. This type of guided learning will be delivered away from the immediate pressures of the job. It may be delivered in the workplace, in a college or training provider premises

## Activity Leadership in the Outdoors

The total guided learning hours for this framework is set at 416 GLH and we advise the framework to be completed within 12 months. Therefore the total GLH for year one of this programme will be 416 GLH which exceeds the minimum legal requirement of 280GLH per year.

The 416 total GLH for this framework is made up of the components of this framework as follows:

- GLH associated with the competence qualification (224 GLH)
- GLH associated with the knowledge qualification (57 GLH)
- GLH associated with the employee rights and responsibilities qualification (45 GLH)
- GLH associated with the transferrable skills qualifications (90 GLH - 45 GLH per skill)

## Activity Leadership in Exercise and fitness

The total guided learning hours for this framework is set at 516 GLH and we advise the framework to be completed within 12 months. Therefore the total GLH for year one of this programme will be 516 GLH which exceeds the minimum legal requirement of 280GLH per year.

The 516 total GLH for this framework is made up of the components of this framework as follows:

- GLH associated with the competence qualification (224 GLH)
- GLH associated with the knowledge qualification (157 GLH)
- GLH associated with the employee rights and responsibilities qualification (45 GLH)
- GLH associated with the transferrable skills qualifications (90 GLH - 45 GLH per skill)

## Activity Leadership in Coaching

The total guided learning hours for this framework is set at 384 GLH and we advise the framework to be completed within 12 months. Therefore the total GLH for year one of this programme will be 384 GLH which exceeds the minimum legal requirement of 280GLH per year.

The 384 total GLH for this framework is made up of the components of this framework as follows:

- GLH associated with the competence qualification (224 GLH)
- GLH associated with the knowledge qualification (25 GLH)
- GLH associated with the employee rights and responsibilities qualification (45 GLH)
- GLH associated with the transferrable skills qualifications (90 GLH - 45 GLH per skill)

## **Activity Leadership in Leadership**

The total guided learning hours for this framework is set at 421 GLH and we advise the framework to be completed within 12 months. Therefore the total GLH for year one of this programme will be 421 GLH which exceeds the minimum legal requirement of 280GLH per year.

The 421 total GLH for this framework is made up of the components of this framework as follows:

- GLH associated with the competence qualification (224 GLH)
- GLH associated with the knowledge qualification (62 GLH)
- GLH associated with the employee rights and responsibilities qualification (45 GLH)
- GLH associated with the transferrable skills qualifications (90 GLH - 45 GLH per skill)

## **Minimum off-the-job guided learning hours**

### **Activity Leadership in the Outdoors**

The total off the job GLH will be set at 146 GLH for this framework.

This is made up of the following components of the framework:

- part of the knowledge qualification (21GLH)
- transferrable skills (90 GLH)
- part of the employee rights and responsibilities qualification (35 GLH)

### **Activity Leadership in Exercise and fitness**

The total off the job GLH will be set at 250 GLH for this framework.

This is made up of the following components of the framework:

- part of the knowledge qualification (125 GLH)
- transferrable skills (90 GLH)
- part of the employee rights and responsibilities qualification (35 GLH)

### **Activity Leadership in Coaching**

The total off the job GLH will be set at 150 GLH for this framework.

This is made up of the following components of the framework:

- part of the knowledge qualification (25 GLH)
- transferrable skills (90 GLH)
- part of the employee rights and responsibilities qualification (35 GLH)

### **Activity Leadership in Leadership**

The total off the job GLH will be set at 187 GLH for this framework.

This is made up of the following components of the framework:

- part of the knowledge qualification (62 GLH)
- transferrable skills (90 GLH)
- part of the employee rights and responsibilities qualification (35 GLH)

### **How this requirement will be met**

This requirement will be met via debriefing sessions, supervision, team sessions, shift handovers and activities similar to the above listed where the learner / apprentice is away from the pressures of the workplace and / but are supported and mentored by fellow workers and management and completion of the knowledge qualification and Key Skills or Functional Skills assessment.

The provider will be required to gather evidence of this achievement where it occurs outside of formal certification of a qualification.

We propose that this will be evidenced through apprentices holding an Active Passport, which is an online skills passport supported by leading employers and training providers. It allows learners to easily build and maintain a verified record of their skills, qualifications and achievements and keeps track of individuals progress and commitment to their career and professional development.

For more information and guidance on active passports, providers and employers can visit the active passport website <http://www.activepassport.com/> and also contact SkillsActive

### **Minimum on-the-job guided learning hours**

#### **Activity Leadership in the Outdoors**

The total on the job GLH will be set at 270GLH for this framework.

This is made up of the following components of the framework:

- competence qualification (224 GLH)
- remainder of the knowledge qualification (36 GLH)
- remainder of the employee rights and responsibilities qualification (10 GLH)

### **Activity Leadership in Exercise and fitness**

The total on the job GLH will be set at 266 GLH for this framework.

This is made up of the following components of the framework:

- competence qualification (224 GLH)
- remainder of the knowledge qualification (32 GLH)
- remainder of the employee rights and responsibilities qualification (10 GLH)

### **Activity Leadership in Coaching**

The total on the job GLH will be set at 234 GLH for this framework.

This is made up of the following components of the framework:

- competence qualification (224 GLH)
- remainder of the employee rights and responsibilities qualification (10 GLH)

### **Activity Leadership in Leadership**

The total on the job GLH will be set at 234 GLH for this framework.

This is made up of the following components of the framework:

- competence qualification (224 GLH)
- remainder of the employee rights and responsibilities qualification (10 GLH)

### **How this requirement will be met**

This requirement will be met by the apprentices delivering their daily job roles, gaining technical experience as well as time they spent acquiring knowledge and skills to achieve the competence requirement set out by the apprenticeship programme / framework.

The provider will be required to gather evidence of this achievement where it occurs outside of formal certification of a qualification.

We propose that this could also be evidenced through apprentices holding an Active Passport, which is an online skills passport supported by leading employers and training providers. It allows learners to easily build and maintain a verified record of their skills, qualifications and

achievements and keeps track of individuals progress and commitment to their career and professional development. For more information and guidance on active passports, providers and employers can visit the active passport website <http://www.activepassport.com> and also contact SkillsActive.

## Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

# Personal learning and thinking skills assessment and recognition (England)

## Summary of Personal Learning and Thinking Skills

In the Active Leisure and Learning apprenticeship frameworks, Personal Learning and Thinking Skills will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the competence qualifications - in this framework in the Level 2 NVQ Certificate in Activity Leadership.

The evidence for achievement of Personal Learning and Thinking Skills will be the achievement certificate of the Level 2 NVQ Certificate in Activity Leadership

## Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

## Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

## Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

## Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

## Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.

## Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

## Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

# apprenticeship **FRAMEWORK**

For more information visit-  
[www.acecerts.co.uk/framework\\_library](http://www.acecerts.co.uk/framework_library)