

# apprenticeship FRAMEWORK

## Activity Leadership

### IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the **Essential Skills and Employer Rights and Responsibilities** requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 14th October. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

For more details of the changes and how they will affect new apprenticeship starts, please read the following preface page to the framework document. NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

### Latest framework version?

For any previous versions of this framework: [www.acwcerts.co.uk/framework\\_library](http://www.acwcerts.co.uk/framework_library)

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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: 4	This framework includes:
Framework ID: FR04354	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: Wales

## 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.

# Contact information

## Proposer of this framework

SkillsActive

## Developer of this framework

Name: [Krisztina Biliczky]

Organisation: [SkillsActive]

Organisation Type: [Sector Skills Council]

Job Title: [Development Manager]

Phone: [033 0004 0005]

Email: [krisztina.biliczky@skillsactive.com]

Postal address: [SkillsActive  
First floor,  
Styrrup Golf & Country Club Main Street  
Styrrup  
DN11 8NB]

Website: [www.skillsactive.com]

## Issuing Authority's contact details

Issued by: [SkillsActive]

Issuer contact name: Dian Shaw

Issuer contact phone: 0845 230 6080

Issuer Email: [Dian.shaw@skillsactive.com]

## Contact Details

Who is making this revision [Krisztina Biliczky]

Your organisation [SkillsActive]

Your email address: [krisztina.biliczky@skillsactive.com]

# 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 Wales 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 Wales for delivery.

## Qualifications removed

[The following qualifications have been removed from the framework:

### OUTDOORS PATHWAY

- City& Guilds Level 2 NVQ Certificate in Activity Leadership 500/9125/6
- City& Guilds Level 2 Awards in Introductory Work in the Outdoors 600/4517/6
- YMCA Awards Level 2 Awards in Introductory Work in the Outdoors 600/9530/1
- YMCA Awards level 2 Certificate in Introductory Work in the Outdoors 600/5129/2
- 1st4sport Level 2 Certificate in Coaching Orienteering 600/0064/8
- Active IQ Level 2 Award in Introductory Work in the Outdoors 601/2265
- AIM Awards Level 2 Award in Introductory Work in the Outdoors 600/6603/9
- NCFE Level 2 Certificate in Introductory Work in the Outdoors 600/6302/6
- SQA Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4939/x
- NOCN Level 2 Award in Employment Awareness in Active Leisure and Learning 600/8097/
- NCFE CACHE Level 2 Award in Employment Awareness in Active Leisure and Learning 600/1331/x
- IQ Level 2 NVQ Certificate in Activity Leadership 600/6212/5
- NCFE Level 2 Award in Introductory Work in the Outdoors 600/5042/1
- SLUK Level 2 Award in Assisting Basic Expedition Leadership 600/4320/9

- SLUK Level 2 Award in Community Sports Leadership 601/5263/1
- NCFE Level 2 Certificate in Outdoor Activity Leadership 600/0414/9
- EQL Level 2 Certificate in Equestrian Riding 600/0654/7

## **EXERCISE AND FITNESS PATHWAY**

- City& Guilds Level 2 NVQ Certificate in Activity Leadership 500/9125/6
- City& Guilds Level 2 Certificate in Fitness Instructing 500/8048/9
- 1st4sport Level 2 Certificate in Coaching Weight Lifting 601/5280/1
- SQA Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4939/
- NOCN Level 2 Award in Employment Awareness in Active Leisure and Learning 600/8097/8
- NCFE CACHE Level 2 Award in Employment Awareness in Active Leisure and Learning 600/1331/x
- 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
- City& Guilds Level 2 Certificate in Increasing Participation in Sport and Active Leisure in Community Settings 501/0097/x
- City& Guilds Level 2 Award in Increasing Participation in Sport and Active Leisure in Community Settings 501/0098/1
- City & Guilds Level 2 Diploma in Increasing Participation in Sport and Active Leisure in Community Settings 501/0099/3

## **COACHING PATHWAY**

- City& Guilds Level 2 NVQ Certificate in Activity Leadership 500/9125/6
- IQ Level 2 NVQ Certificate in Activity Leadership 600/6212/5
- EQL Level 2 Certificate in Coaching Equestrian Vaulting 600/0655/9
- 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 Football 501/1627/7
- 1st4sport Level 2 Certificate in Coaching Hockey 601/6288/0
- 1st4sport Level 2 Certificate in Coaching Netball 501/2229/0
- 1st4sport Level 2 Certificate in Coaching Orienteering 600/0064/8
- 1st4sport Level 2 Certificate in Coaching Rowing 600/0499/x
- 1st4sport Level 2 Certificate in Coaching Triathlon 501/2328/9
- 1st4sport Level 2 Certificate in Coaching Weight Lifting 601/5280/1
- 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
- ASA Level 2 Certificate in Coaching Swimming 600/2013/1
- ASA Level 2 Certificate in Coaching Synchronised Swimming 600/2017/9
- ASA Level 2 Certificate in Coaching Diving 600/2015/5
- ASA Level 2 Certificate in Coaching Water Polo 600/2016/7
- STA Level 2 Certificate in Teaching Aquatics 601/2727/2
- STA Level 2 Certificate in Swimming Teaching 600/3057/4
- SQA Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4939/x
- NOCN Level 2 Award in Employment Awareness in Active Leisure and Learning 600/8097/8
- NCFE CACHE Level 2 Award in Employment Awareness in Active Leisure and Learning 600/1331/x

## LEADERSHIP PATHWAY

- City& Guilds Level 2 NVQ Certificate in Activity Leadership 500/9125/6
- City& Guilds Level 2 Certificate in Increasing Participation in Sport and Active Leisure in Community Settings 501/0097/x
- City& Guilds Level 2 Award in Increasing Participation in Sport and Active Leisure in Community Settings 501/0098/1
- City & Guilds Level 2 Diploma in Increasing Participation in Sport and Active Leisure in Community Settings 501/0099/3
- 1st4sport Level 2 Certificate in Supporting Learning in Physical Education and School Sport 600/0463/0
- Sports Leaders UK Level 2 Award in Community Sports Leadership 601/5263/1
- SQA Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4939/x
- NOCN Level 2 Award in Employment Awareness in Active Leisure and Learning 600/8097/8
- NCFE CACHE Level 2 Award in Employment Awareness in Active Leisure and Learning 600/1331/x
- NCFE Level 2 Certificate in the Principles and Practices for Coaching Sport 601/3263/2
- 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:

## EXERCISE AND FITNESS

- 1st4sport Level 2 Certificate in Coaching Weight Lifting 601/8957/5
- YMCA Awards Level 2 Certificate in Instructing Group Indoor Cycling Sessions 601/5010/5

## 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 Korfbal 603/0184/3
- 1st4sport Level 2 Certificate in Coaching Weight Lifting 601/8957/5
- 1st4sport Level 2 Certificate in Coaching Football 601/8972/1
- 1st4sport Level 2 Certificate in Coaching Orienteering 601/8957/5
- 1st4sport Level 2 Certificate in Coaching Netball 603/0561/7
- 1st4sport Level 2 Certificate in Coaching Rowing 603/1447/3
- 1st4sport Level 2 Certificate in Coaching Triathlon 603/04/04/2
- 1st4sport Level 2 Certificate in Snooker Coaching 603/1047/9

## LEADERSHIP PATHWAY

- 1st4sport Level 2 Certificate in Coaching 603/2743/1
- 1st4sport Level 2 Certificate in Supporting Learning in Physical Education and School Sport 603/2131/3

## Qualifications that have been extended

[N/A]

# Purpose of this framework

## Summary of the purpose of the framework

[The Foundation 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 (Wales)

[The active leisure, learning and well-being sector as a whole had an estimated UK gross value added (GVA) output of £8.7 billion in 2008, accounting for 0.9% of the whole UK economy. The SkillsActive sector impacts on tourism (a new Welsh priority sector), events, retailing, manufacturing and construction, and outperformed the UK four-fold in direct employment from 1999 to 2004. The Gross Value Added (GVA) output of sport, fitness, the outdoors and the caravan industry in Wales in 2008 equalled £225 million, accounting for 0.9 per cent of total Wales output. The Welsh Government's Economic Renewal Programme (2010) cites sport as a vibrant sector within the Welsh economy.

Estimates suggest that the SkillsActive sector employs circa 32,000 people in Wales. The workforce in Wales accounts for four per cent of the sector's UK employment. Sport, fitness and the outdoors is by far the largest of the sub-sectors, accounting for 62 per cent of sector GVA and 71 per cent of employment.

The Welsh Government's Economic Renewal Programme highlights a commitment to the continuous development of the apprenticeship model as a flagship vocational training option.

The provision of recreational, sport and fitness facilities is a key element in the drive to improve the active lifestyles of individuals across all strata of the population. As outlined in Creating an Active Wales, regular engagement with physical activity has additional benefits to the wider economy. The report highlights that those who are physically active have as much as a 50 per cent reduced risk of developing major health related diseases in later life. Improvements to the number of people engaged in physical activity could therefore have long term bearings on health expenditure. Estimates suggest that physical inactivity costs the Welsh economy around £650 million per year.

The Welsh Health Survey 2009 suggests that around 57 per cent of adults are classified as overweight or obese (21 per cent are obese). Additionally, Wales records the highest levels of childhood obesity compared with the other Home Countries at 19 per cent. There is continued commitment to improve participation in sport and physical activity in Wales. Creating an Active Wales is the Welsh Government's plan for improving levels of physical activity in Wales (launched in 2009). The report outlines the need to increase participation in physical activity to ensure improvements in health and wellbeing and sets out a range of targets to increase activity levels.

### **Activity Leadership in the 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 Welsh population's health is focusing attention on those industries that are placed to promote both health and well-being through participation in healthy activity. 2011 saw the set up of the Wales Outdoor Health Forum which acts as a connective gateway for health, wellbeing and the environment. Part of this group's function will be to help fulfill targets set out within the 'Creating an Active Wales' action plan.

The outdoors also supports society through its contribution to areas such as education, rural regeneration, tourism (announced as a Welsh priority sector in 2011), 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. Statistics suggest that Wales accounts for 5% of the total UK outdoor workforce (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. Estimates using known figures as a foundation suggest a potential total workforce figure of between 60,500 and 88,000 inclusive of volunteers - this would equate to approximately 3,000 to 4,500 for Wales.

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. Wales has a unique natural environment, and this coupled with its ease of accessibility provides a world class setting for outdoor recreation & education.

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 foundation and higher 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 appropriate higher level apprenticeship programmes.

The framework can help to instill 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. Wales accounts for around five per cent of coaches in the UK (circa 54,000). The coaching workforce in Wales is expected to grow by around eight per cent to around 58,770 coaches in 2016/17. Evidence from across the UK suggests that the majority of coaches continue to work on a voluntary basis (70 per cent). Overall, just seven per cent of UK coaches are estimated to work in a full-time paid capacity. 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.

Customer handling, team working and technical and practical skills have been identified by 17 per cent of the employers in the sector as skills that are lacking or need improving among their active leisure staff. Communication, health and safety and first aid skills were also cited as skills needed by staff.

Employers require more clarity when it comes to the key qualifications that support their workforce. The Activity Leadership apprenticeship programme will provide this clarity through a defined route to employment in the sector, and a foundation for progressing within it. The generic skills gaps that have been identified in this sector e.g. customer handling, technical and practical skills, communication, team working and problem solving, are addressed in the programme. Additionally, the technical knowledge and skills required in the activity leader roles are also provided for.

The Activity Leadership apprenticeship programme will provide individuals with the skills, knowledge and competencies required to deliver high level customer care, coupled with the technical ability to deliver the active leisure activities their customers require. It will serve to sign-post potential entrants to the industry, along with giving those in employment the skills basis for developing their careers within the sector. The programme will also support the employer aims of improving the soft skills of their workforce, and identifying a unified qualification structure that can be adopted by the broad industry.

This framework will contribute towards:

- Meeting the generic skills priorities for the sector which 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 an essential part of the framework elements and apprentices will be required to learn, use and practice these skills by obtaining essential 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 recognise 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 skills but also the sector specific technical skills.

### **All pathway contexts**

The Foundation Apprenticeship in Activity Leadership will provide a workplace focused training route to complement other Welsh programmes such as the Pathways To Apprenticeships scheme.

This framework will also contribute to the priorities of the Welsh Government set out in Skills That Work for Wales (2008) in particular:

### **Preparing Young People for the Future by:**

- Developing a combination of technical occupational skills and generic work related skills.
- Providing a pathway from school and the Welsh Baccalaureate to employment.
- Requiring apprentices to obtain an understanding of the sector and its career pathways so that they can make informed choices about their future.

### **Investing in Apprenticeships by:**

- Providing a comprehensive suite of apprenticeship frameworks, of which this is one, covering all of the main occupations in the active leisure, learning and well-being sector.
- Providing a framework that meets the requirements of the Specification of Apprenticeship Standards for Wales, that can integrate with the Welsh Baccalaureate and help end the separation between vocational and academic qualifications.



- Supporting the implementation of new QCF qualifications included in the framework.

**Getting the basics right by:**

- Supporting learners, who have not achieved basic skills during their schooling to obtain literacy, numeracy and ICT skills with Essential Skills Wales accreditation. This will help reduce the 25 per cent of adults in Wales who do not have Level 1 literacy skills and the 53 per cent who do not have Level 1 numeracy skills.

]

# Entry conditions for this framework

[This Foundation Apprenticeship in Activity Leadership is designed for those individuals who are looking to develop their knowledge and skills in order to progress their careers, although entry to the sector can also be possible at other levels.

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

## Foundation 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 58 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)
- 12 credits for transferrable skills - 6 credits per transferrable skill
- 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 Foundation 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 bush craft 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	X
C1b	501/0082/8	Pearson Edexcel	30	224	
C1c	501/0241/2	IAO	30	224	
C1d	600/0347/9	YMCA Awards	30	224	
C1e	600/0413/7	NCFE	30	224	
C1f	600/0382/0	VTCT	30	224	
C1g	600/1201/8	1 <sup>st</sup> 4sport	30	224	
C1h	601/7077/3	Agored Cymru	30	224	
C1i	601/4886/x	Focus Awards	30	224	

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	1 <sup>st</sup> 4sport	17	81	X

## K2 – BTEC Level 2 Awards 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	X

### 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	X

### 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	X

### 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	X

### K6 – Level 2 Certificate in Coaching Orienteering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	603/0966/0	1 <sup>st</sup> 4sports	12	32	X

### 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	
K7b	600/2685/6	1 <sup>st</sup> 4sport	10	57	



## 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	
K8b	600/8081/4	OCNWMR	14	77	

## 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	1 <sup>st</sup> 4sport	17	81	X

## 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 chose 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. ]

# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

## Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Communication achievement above the minimum SASW requirement?**    **YES**    ☐    **NO**    ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

[Enter alternative grade/level requirements and reasons here.]

## Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Application of Number achievement above the minimum SASW requirement?**    **YES**    ☐    **NO**    ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

[Enter alternative grade/level requirements and reasons here.]

### Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?   **YES**   ☐   **NO**   ☒

# Progression routes into and from this pathway

## Progression into this Foundation 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 Pathway To 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 Foundation level programme

Successful completion of the Foundation 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 a level 3 apprenticeship is one obvious route to take, but there are others including into other areas of the active leisure, learning and well-being 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.

Please also check the SkillsActive Careers site for further information on progression opportunities and more detailed information on available job roles in the sector.

[www.skillsactive.com/careers](http://www.skillsactive.com/careers)

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**UCAS points for this pathway:**

[

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# Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework?    **YES**    ☒    **NO**    ☐

## Delivery and assessment

[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 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 & safety and equality & diversity training must be an integral part of the apprentice's learning programme
- The range of sources of information and advice available 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 an understanding of their relevance to the industry and organisation and their main roles and responsibilities
- How and where to get information and advice on the industry, occupation, training and careers
- 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
- Edexcel 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 58 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)
- 12 credits for transferrable skills - 6 credits per transferrable skill
- 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

As described in framework entry conditions.

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	X
C1b	501/0082/8	Pearson Edexcel	30	224	
C1c	501/0241/2	IAO	30	224	
C1d	600/0347/9	YMCA Awards	30	224	
C1e	600/0413/7	NCFE	30	224	
C1f	600/0832/0	VTCT	30	224	
C1g	600/1201/8	1 <sup>st</sup> 4sport	30	224	
C1h	601/4886/x	Focus Awards	30	224	
C1i	601/7077/3	Agored Cymru	30	224	

## 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	
K1b	500/8722/8	VTCT	23	157	
K1c	500/8756/3	Active IQ	23	157	
K1d	500/8309/0	IAO	23	157	
K1e	500/8513/x	NCFE	23	157	
K1f	600/4355/6	Pearson BTEC	23	157	
K1g	601/6790/7	1 <sup>st</sup> 4sport	23	157	
K1h	601/5883/9	Focus Awards	23	157	

### 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	X

### 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	X

### 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	X

### K5 – BTEC 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	10	60	X

### 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	1 <sup>st</sup> 4sport	19	40	X

### 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	X

### 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	58	398	X

### 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	X

## 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	X

## 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	X

## 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	X

## 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	X

## 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	X

### 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	1 <sup>st</sup> 4sport	15	16	X

### 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	X

### 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	X

## 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.



# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

## Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Communication achievement above the minimum SASW requirement?**    **YES**    ☐    **NO**    ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

## Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Application of Number achievement above the minimum SASW requirement?**    **YES**    ☐    **NO**    ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

### Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?    **YES**   ☐    **NO**   ☒

# Progression routes into and from this pathway

## Progression into this Foundation 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 Pathways to 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 Foundation level programme

On completion of this foundation level apprenticeship, learners can progress onto a specialist role in teaching exercise to children, or onto the 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 or FE colleges allowing them to gain further knowledge in any of our subsectors, for example they can become Personal Trainers by completing an apprenticeship in Advanced Fitness or Centre Managers by progressing onto a Leisure Management programme.

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

Please also check the SkillsActive Careers site for further information on progression opportunities and more detailed information on available job roles in the sector [www.skillsactive.com/careers](http://www.skillsactive.com/careers)

## UCAS points for this pathway:

Framework Developer to complete with relevant info

# Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework?    **YES**    ☒    **NO**    ☐

## Delivery and assessment

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 & safety and equality & diversity training must be an integral part of the apprentice's learning programme
- The range of sources of information and advice available 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 an understanding of their relevance to the industry and organisation and their main roles and responsibilities
- How and where to get information and advice on the industry, occupation, training and careers
- 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

- Edexcel 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 3: Coaching

## Description of this pathway

Apprentices on this programme will achieve a minimum of 65 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)
- 12 credits for transferrable skills - 6 credits per transferrable skill
- 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.

Job title(s)	Job role(s)
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	X
C1b	501/0082/8	Pearson Edexcel	30	224	
C1c	501/0241/2	IAO	30	224	
C1d	600/0347/9	YMCA Awards	30	224	
C1e	600/0413/7	NCFE	30	224	
C1f	600/0382/0	VTCT	30	224	
C1g	600/1201/8	1 <sup>st</sup> 4sport	30	224	
C1h	601/4886/x	Focus Awards	30	224	
C1i	601/7077/3	Agored Cymru	30	224	

## 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	1 <sup>st</sup> 4sport	15	73	X

### K2 – Level 2 Certificate in Coaching Angling

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/0057/0	1 <sup>st</sup> 4sport	17	32	X



### K3 – Level 2 Certificate in Coaching Cycling

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	501/1872/9	1 <sup>st</sup> 4sport	17	30	X

### K4 – Level 2 Certificate in Coaching Gymnastics

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	600/0487/3	1 <sup>st</sup> 4sport	18	32	X

### K5 – Level 2 Certificate in Coaching Hockey

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	603/1016/9	1 <sup>st</sup> 4sport	13	31	X

### K6 – Level 2 Certificate in Coaching Judo

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	603/1611/1	1 <sup>st</sup> 4sport	13	40	X

### K7 – Level 2 Certificate in Coaching Netball

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K7a	603/0561/7	1 <sup>st</sup> 4sport	12	45	X

### K8 – Level 2 Certificate in Coaching Orienteering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K8a	603/0966/0	1 <sup>st</sup> 4sport	12	32	X

### K9 – Level 2 Certificate in Coaching Rounders

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K9a	501/2227/7	1 <sup>st</sup> 4sport	17	24	X

### K10 – Level 2 Certificate in Coaching Rowing

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K10a	603/1447/3	1 <sup>st</sup> 4sport	12	32	X

### 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	1 <sup>st</sup> 4sport	16	24	X

### 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	1 <sup>st</sup> 4sport	19	40	X

### 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	1 <sup>st</sup> 4sport	18	32	

### K14 – Level 2 Certificate in Coaching Tennis

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K14a	600/0489/7	1 <sup>st</sup> 4sport	18	57	X

### K15 – Level 2 Triathlon Coach

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K15a	603/0404/2	1 <sup>st</sup> 4sport	11	50	X

### 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	1 <sup>st</sup> 4sport	17	48	X

### K17 – Level 2 Certificate in Coaching Handball

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K17a	600/1541/X	1 <sup>st</sup> 4sport	17	32	X

### 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	1 <sup>st</sup> 4sport	18	40	X

### 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	X

### K20 – Level 2 Certificate in Coaching Bowls

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K20a	600/6090/6	1 <sup>st</sup> 4sport	17	40	X

### K21 – Level 2 Certificate in Coaching Fives

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K21a	600/3895/0	1 <sup>st</sup> 4sport	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	1 <sup>st</sup> 4sport	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	1 <sup>st</sup> 4sport	18	45	X

### 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	1 <sup>st</sup> 4sport	18	32	X

### K25 – Level 2 Certificate in Coaching Performance Motorsport

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K25a	601/1857/X	1 <sup>st</sup> 4sport	17	32	X

### K26 – Level 2 Certificate in Coaching Participation Motorsport

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K26a	601/1787/4	1 <sup>st</sup> 4sport	17	32	X

### K27 – Level 2 Certificate in Coaching Boccia

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K27a	601/1191/4	1 <sup>st</sup> 4sport	18	44	X

## K28 – Level 2 Certificate in Coaching Children’s Cricket

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K28a	601/1072/7	1 <sup>st</sup> 4sport	18	32	X

## 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	1 <sup>st</sup> 4sport	17	48	

## 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	1 <sup>st</sup> 4sport	15	16	X

## K31 – Level 2 Certificate in Snooker Coaching

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K31a	603/1047/9	1 <sup>st</sup> 4sport	13	40	X

## K32 – Level 2 Certificate in Coaching

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K32a	603/2743/1	1 <sup>st</sup> 4sport	13	31	X

### K33 – Level 2 Certificate in Coaching Basketball

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K33a	600/0063/6	1 <sup>st</sup> 4sport	17	48	X

### K34 – Level 2 Certificate in Coaching Taekwondo

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K34a	603/0184/3	1 <sup>st</sup> 4sport	13	27	X

### K35 – Level 2 Certificate in Coaching Korfball

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K35a	603/0148/X	1 <sup>st</sup> 4sport	13	32	X

### 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	1 <sup>st</sup> 4sport	13	32	X

### K37 – Level 2 Certificate in Equestrian Coaching

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K37a	603/1443/6	1 <sup>st</sup> 4sport	14	40	X

## 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 should choose 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 badminton sessions to participants, the most appropriate selection would be the Level 2 Certificate in Coaching Badminton.

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.



# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

## Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Communication achievement above the minimum SASW requirement?**    **YES**    ☐    **NO**    ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

## Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Application of Number achievement above the minimum SASW requirement?**    **YES**    ☐    **NO**    ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

### Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?    **YES**   ☐    **NO**   ☒

# Progression routes into and from this pathway

## Progression into this Foundation 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 Pathways To 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 Foundation level programme

Successful completion of the Foundation 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 appropriate qualifications plus relevant workplace experience – completion of an apprenticeship is a good stepping stone towards meeting these needs.

Progression into a level 3 apprenticeship is one obvious route to take, but there are others including into other areas of the active leisure, learning and well-being 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.

Please also check the SkillsActive Careers site for further information on progression opportunities from coaching and more detailed information on available job roles in the sector.  
[www.skillsactive.com/careers](http://www.skillsactive.com/careers)

**UCAS points for this pathway:**

# Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework?    **YES**    ☒    **NO**    ☐

## Delivery and assessment

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 & safety and equality & diversity training must be an integral part of the apprentice's learning programme
- The range of sources of information and advice available 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 an understanding of their relevance to the industry and organisation and their main roles and responsibilities
- How and where to get information and advice on the industry, occupation, training and careers
- 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
- Edexcel 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 4: Leadership

## Description of this pathway

Apprentices on this programme will achieve a minimum of 58 credits in total.

- 30 credits for competence - Level 2 NVQ Certificate in Activity Leadership
- 10 credits for knowledge - for example Level 2 Award in Sports Leadership (being one of the smallest knowledge qualification option on the framework)
- 12 credits for transferrable skills - 6 credits per transferrable skill
- 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

As described in framework entry conditions.

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	X
C1b	501/0082/8	Pearson Edexcel	30	224	
C1c	501/0241/2	IAO	30	224	
C1d	600/0347/9	YMCA Awards	30	224	
C1e	600/0413/7	NCFE	30	224	
C1f	600/0382/0	VTCT	30	224	
C1g	600/1201/8	1 <sup>st</sup> 4sport	30	224	
C1h	601/4886/x	Focus Awards	30	224	
C1i	601/7077/3	Agored Cymru	30	224	

## 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	1 <sup>st</sup> 4sport	18	80	X
K1b	601/8047/X	Focus Awards	18	158	

## 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	X

## 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	X
K3b	600/8098/X	NOCN	13	93	

## K4 – 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 BTEC	30	180	X

## K5 – 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 BTEC	50	300	X

## 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	X

## 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	463	X

## 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	467-515	X

## K9 – Level 2 Certificate in Coaching

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K9a	603/2743/1	1 <sup>ST</sup> 4sport	13	31	X

## 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 chose 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.

# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

## Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Communication achievement above the minimum SASW requirement?**    YES    ☐    NO    ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

## Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Application of Number achievement above the minimum SASW requirement?**    YES    ☐    NO    ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

### Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?   **YES**   ☐   **NO**   ☒

# Progression routes into and from this pathway

## Progression into this Foundation 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 Pathways To 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 Foundation level programme

On completion of this programme, learners can progress into coaching roles and programmes as well as progress onto an appropriate level 3 apprenticeship programme.

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)

Please also check the SkillsActive Careers site for further information on progression opportunities and more detailed information on available job roles in the sector. [www.skillsactive.com/careers](http://www.skillsactive.com/careers)

## UCAS points for this pathway:

Framework Developer to complete with relevant info

# Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework?    **YES**    ☐    **NO**    ☒

## Delivery and assessment

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 & safety and equality & diversity training must be an integral part of the apprentice's learning programme
- The range of sources of information and advice available 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 an understanding of their relevance to the industry and organisation and their main roles and responsibilities
- How and where to get information and advice on the industry, occupation, training and careers
- 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
- Edexcel 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.

*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, and sexual orientation.

There is an awareness that there is a low level of participation within the sector by young Welsh speaking people, and as a result of this there are few Welsh speaking instructors and front line staff employed by the sector's businesses, particularly in North West Wales. This framework does not directly contribute to addressing this, but employers and providers are encouraged to be mindful of the need for spoken Welsh in activity leadership, particularly in relation to engaging with local Welsh speaking communities.

## 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 6,000 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 means that the fittest will survive, but unfortunately the current economic climate has also caused a drop in pay increases and reduced support in training and development due to the cost. However, this is where a relevant apprenticeship programme 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 a foundation level apprenticeship programme 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 a higher 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 6,000 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 notable competition amongst

clubs. Ultimately this means that the fittest will survive, but unfortunately the current economic climate has also caused a drop in pay increases and reduced support in training and development due to the cost. However, this is where a relevant 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 a foundation 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 training

## Summary of on- and off-the-job training

### • **Legal Requirement**

The Specification of Apprenticeship Standards Wales (SASW) states that apprentices must complete a minimum of 280 Guided Learning Hours (GLH) per year when undertaking a Foundation 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 TRAINING HOURS** = Learning/training 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 TRAINING HOURS** = Learning/training 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 training hours for this framework is set at 416 hours and we advise the framework to be completed within 12 months. Therefore the total training hours for year one of this programme will be 416 hours which exceeds the minimum legal requirement of 280 training hours per year.

The total amount of 416 hours is made up of the following framework components:

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

### **Activity Leadership in Exercise and Fitness**

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

The total amount of 516 hours is made up of the following framework components:

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

### **Activity Leadership in Coaching**

The total training hours for this framework is set at 384 hours and we advise the framework to be completed within 12 months. Therefore the total training hours for year one of this programme

will be 384 hours which exceeds the minimum legal requirement of 280 training hours per year.

The total amount of 384 hours is made up of the following framework components:

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

### **Activity Leadership in Leadership**

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

The total amount of 421 hours is made up of the following framework components:

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

## **Off-the-job training**

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

The total off the job training hours will be set at 146 hours for this framework. This is made up of the following components of the framework:

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

### **Activity Leadership in Exercise and Fitness**

The total off the job training hours will be set at 250 hours for this framework. This is made up of the following components of the framework:

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

### **Activity Leadership in Coaching**

The total off the job training hours will be set at 150 hours for this framework. This is made up of the following components of the framework:

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

### **Activity Leadership in Leadership**

The total off the job training hours will be set at 187 hours for this framework. This is made up of the

following components of the framework:

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

### **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 Essential 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 the systems the provider or employer is using to track the learner's progress and achievements. ]

## **On-the-job training**

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

A total of 270 training hours has to be completed on the job for the duration of the framework, recommended to be delivered in 12 months. This is made up of the following components of the framework:

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

### **Activity Leadership in Exercise and Fitness**

A total of 266 training hours has to be completed on the job for the duration of the framework, recommended to be delivered in 12 months. This is made up of the following components of the framework:

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

### **Activity Leadership in Coaching**

A total of 234 training hours has to be completed on the job for the duration of the framework, recommended to be delivered in 12 months. This is made up of the following components of the framework:

- competence qualification (224 Ghours)

- remainder of the employee rights and responsibilities qualification (10 hours)

### **Activity Leadership in Leadership**

A total of 234 training hours has to be completed on the job for the duration of the framework, recommended to be delivered in 12 months. This is made up of the following components of the framework:

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

### **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 will be evidenced through the systems the provider or employer is using to track the learner's progress and achievements. ]



# Wider key skills assessment and recognition

While Wider Key Skills are not a **mandatory** part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

For this framework, there are natural opportunities for Wider Key Skills to be embedded within the mandatory units of the following qualifications:

<div>[Enter Qualification Names]</div>
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## Improving own learning and performance

[Give examples - signpost to specific units in framework qualifications that would meet these requirements]

## Working with others

[Give examples - signpost to specific units in framework qualifications that would meet these requirements]

## Problem solving

[Give examples - signpost to specific units in framework qualifications that would meet these requirements]

# apprenticeship FRAMEWORK

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