

Entry 3 / Level 1 LEAP Hub Sport & Leisure

Intent & Curriculum purpose:

Developing independence, communication and personal skills, with an introduction to a diverse range of employment skills.

Programme Outline:

This Hub focuses on the Sports and Leisure industry. There is a strong emphasis on the sport elements within the course but also the leisure industry as a whole. This could include anything from front of house support through to coaching. Students not only get the opportunity to try a variety of inclusive sports, they also complete theory-based work looking at the human anatomy, nutrition and employability-based skills in the sports and leisure industry.

As well as participating in practical activities and team games students also get to use the College gym to help them focus on their fitness levels. Students also visit University of Worcester Arena one day a week as part of their course where the focus is on disability and inclusive sports. Areas covered within this programme include:

- Working in the Sport and Leisure Industry
- Disability Sports
- Sport Theory
- Health and Fitness

Work Experience:

Planned in groups and through individual work experience. Internal and some external where appropriate.

English and maths:

Discrete sessions in English and maths including a qualification route, where applicable. Functional English and maths embedded via the curriculum.



For further information on courses contact us on
Tel: 0121 428 5050 or Email: info@qac.ac.uk

www.qac.ac.uk

Additional skills development:

Personal and social development skills such as independent living skills (ILS), confidence-building, teamwork, healthy living, citizenship, rights and responsibilities. In addition, students will have access to a wide range of ongoing wellbeing and mindfulness initiatives.

Progression:

On successful completion, progression is likely to be: full/part-time employment, further education, a supported internship, apprenticeship or progression onto the vocational Sport programme offered by QAC.



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