



Qualification
Guidance

Active IQ Level 3 Extended Diploma in Personal Training for Health, Fitness and Performance

Qualification
Accreditation Number:
601/9002/4
Version AIQ005494

Active iQ

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Introduction

The Active IQ Level 3 Extended Diploma in Personal Training for Health, Fitness and Performance is on level 3 of the Regulated Qualifications Framework (RQF).

Guided learning hours:	1217	Total qualification time:	1541
Credits:	133	Minimum credit to be achieved at or above the level of the qualification:	105

Entry requirements:

- There are no specific entry requirements, however learners should be able to demonstrate their capability to study at level 3.
- Some experience of gym-based exercises, including free weights, is highly recommended.
- The course requires physical exertion and individual participation is essential, so a degree of physical fitness is necessary.
- There is an element of communication (discussing, presenting, reading and writing) involved, so learners should have basic skills in communication pitched at level 2 (as a minimum).

Qualification outline

Target learners:

- Learners in full-time education aged 16+.

Aim:

To provide learners with the broad base of knowledge and skills to:

- Be able to work in a variety of customer-facing roles within the active leisure industry, including fitness instructing, personal training and leisure operations.
- Be able to access higher education degree programmes.

Objectives:

To provide learners with the knowledge and skills to:

- Develop their understanding of anatomy, physiology and nutrition and how they relate to exercise and fitness.
- Understand the roles and career pathways available in active leisure.
- Be able to plan and instruct safe and effective exercise and physical activity sessions.
- Be able to deliver safe and effective personal training sessions.
- Be able to deliver exceptional customer service.
- Be able to manage their personal and professional development.
- Be able to develop enterprise skills.
- Be able to market and sell products and services.
- Understand how technology is used within physical activity, fitness, sport and exercise.
- Understand research methods for academic study.
- Be able to use research methods for academic study.

Progression:

This qualification provides progression into:

- Employment.
- Further learning or training in a specialist area.
- Higher education.

Links to National Occupational Standards (NOS):

There are links to the following suites of National Occupational Standards:

- Exercise and Fitness.
- Operational Services.
- Leisure Management.
- Activity Leadership.
- Customer Service.

There are links to the following individual National Occupational Standards:

- HSC0330 Support individuals to access and use services and facilities.
- B18 Promote physical activity and its benefits to people who are not currently active.
- D213 Enable people to adopt and maintain a more physically active lifestyle.
- B17 Work in partnership with other organisations and professionals to promote activity and its benefits.
- D450 Develop own practice in promoting physical activity.

Employer engagement

As part of this qualification, it is a mandatory requirement for learners to have access to meaningful employer engagement. This provides a clear ‘line of sight’ to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.

There is no minimum duration or contribution specified for the employer engagement, but centres must ensure that this engagement is meaningful. The employer engagement must relate to at least one of the elements of the mandatory content of the qualification.

This requirement can be met in a variety of ways and can include one or more of the following:

- Structured work experience or work placements that develop skills and knowledge relevant to the qualification.
- Project(s) or exercise(s) set with input from industry practitioner(s).
- One or more units delivered or co-delivered by industry practitioner(s). This could take the form of master classes or guest lectures.
- Industry practitioners operating as ‘expert witnesses’ who contribute to the assessment of learners’ work or practice.

Please note: These are only examples and are not exhaustive. The centre may have specific contacts/employer links that can be used to facilitate appropriate employer engagement opportunities to meet this requirement.

Employer engagement **cannot** be:

- Employers hosting visits or providing premises, facilities or equipment.
- Employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training, etc.

- Learner attendance at career fairs, events or other networking opportunities.
- Simulated or provider-based working environments.
- Employers providing students with job references.

As part of the centre approval process for all Tech Level qualifications, centres will need to indicate the format of their intended employer involvement. This will be verified by an Active IQ external verifier within six months of starting the programme.

During delivery centres will be asked to keep a formal record of the employer engagement for each learner/cohort; this documentation can be found in the Specific Assessment Guidance.

Employer engagement will be monitored throughout delivery of the entire programme by the Active IQ external verifier as part of their sampling requirements and must be signed off as sufficient and complete for each learner/cohort prior to the centre claiming full achievement and certification.

Any learner/cohort who has not sufficiently met the employer engagement requirements will have their certification claim withheld for this qualification until such a time that this has been completed to a satisfactory standard.

Employer engagement must take place during both year 1 and year 2.

Synoptic assessment

Synoptic assessment has been defined as: '*A form of assessment which requires a learner to demonstrate that s/he can identify and use effectively in an integrated way appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole vocational area, which are relevant to a key task.*'

Synoptic assessment helps learners to develop an appreciation and understanding of connections between different elements of the qualification (subject areas, knowledge and skills).

Within this qualification there are the following synoptic assessments:

- Externally set, externally marked multiple-choice theory exams sat under invigilated conditions that cover the following areas of mandatory content:
 - Principles of anatomy, physiology and fitness.
 - Health and safety in a physical activity, fitness and sport environment.
 - Applied human biology for exercise and fitness.
 - Principles of nutrition for healthy lifestyles.
 - Conducting consultations with personal training clients.
 - Programme design and delivery for personal training.
 - Enterprise and entrepreneurship.
 - Marketing products and services.
 - Delivering exceptional customer care.
 - Managing personal and professional development.

These areas of learning underpin the whole qualification, and learners will apply the knowledge and understanding they have gained across this mandatory content in all of the other assessments for this qualification. For example, learners will need to apply the principles of anatomy, physiology and fitness, customer care and health and safety when planning and instructing gym sessions.

Knowledge of practical skills and the learner's ability to select the correct course of action or decision are also assessed in the external theory examinations. Being able to apply knowledge and understanding in practical ways helps learners to develop their appreciation of the connections across different elements of learning (e.g. knowledge and skill development). This makes the content relevant and meaningful, and better prepares learners for practical competence, employment and/or future study in this area.

Practical synoptic assessment

In addition to the knowledge-based synoptic assessment, there are a number of smaller practical synoptic assessments which reflect the processes, techniques, skills and industry requirements of a fitness instructor and personal trainer. These assessments help prepare learners for employment in these job roles.

Across these assessments listed below, learners will be assessed on the following essential knowledge, skills, techniques, concepts and theories relevant to the whole qualification and therefore the roles of a fitness instructor and personal trainer:

- Anatomy and physiology.
- Principles of fitness and exercise.
- Planning exercise sessions.
- Instructing exercise sessions.
- Working with people.
- Research methods and research skills.
- Collecting and analysing information.
- Data protection.
- Communication.
- Health and safety.
- Customer care.
- Self-evaluation and personal development.
- Personal competence and scope of practice.

- An externally set, externally marked synoptic eAssessment, sat under invigilated conditions that cover the following areas of mandatory content:
 - Client consultation.
 - Programming and exercise adaptations
 - Analysis of exercise technique
 - Health and safety
 - Customer care
 - Client motivation and support
 - Nutritional guidance

- An externally set, internally assessed holistic assessment of planning and instructing a gym-based exercise session with a client. This includes:
 - Client consultation.
 - Programme card.
 - Summative observed session.
 - Self-evaluation.

- An externally set, internally assessed holistic assessment of client consultation and planning and instructing a personal training session with the client. This includes:
 - Client consultation.
 - Health and fitness testing.
 - Instructing training techniques.
 - Case study.
 - Summative observed personal training session.
 - Professional discussion or worksheet.
- An externally set, internally assessed holistic assessment of enterprise and entrepreneurship, marketing products and services. This includes the development of a new active leisure enterprise.

External assessment

Externally set, externally marked multiple-choice theory exams and the externally set, synoptic eAssessment contribute to more than 30% of this qualification.

To ensure that the external assessment provides a sufficient challenge to the learners, repeat submissions are not allowed. Learners failing to reach the required pass mark for each of the externally set, externally marked assessments may be allowed only two further retake opportunities. Learners are unable to re-submit any work that has previously been assessed. For further details, please refer to the Specific Assessment Guidance.

Grading

The combined outcome of the level 3 multiple-choice theory exams and the synoptic eAssessment will determine each learner's overall grade when all of the other units (requirements of the qualification) have been completed. Grading will be administered in the form of Fail, Pass, Merit or Distinction. For further details, please refer to the Specific Assessment Guidance.

Accreditation of prior achievement (APA)/exemption

Due to the technical specifications of this qualification and the requirements for grading external and synoptic assessments, accreditation of prior achievement (APA)/exemption will not be accepted for any of the mandatory units within this qualification.

Occupational competence statements for tutoring, assessing and internal verifying

This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.

Required criteria

All tutors and assessors must:

- Possess a discipline-specific qualification equivalent to the qualification/units being taught.
- Have relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continued professional development during the last two years (this may be discipline-/context-specific or relevant to tutoring, assessing or quality assurance).

Tutors

Tutors must hold, or be working towards, a teaching qualification. The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education.
- Qualified Teacher Status.
- PGCE.
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS).
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS).
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS).
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS).

Assessors

Assessors must hold, or be working towards, any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 (previously D32, D33).

Internal verifiers

Internal verifiers must have relevant industry qualifications/experience and hold, or be working towards, any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34).

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

Qualification structure

Over the two-year programme, learners must complete the 14 mandatory units (93 credits) and a minimum of 40 credits from any of the optional units.

In total, a minimum of 105 credits must be achieved at level 3.

Mandatory

Learners must complete all 14 mandatory units (93 credits).

Unit	Unit accreditation number	Level	Credit
1. Principles of anatomy, physiology and fitness	F/507/1217	2	12
2. Planning and instructing gym-based exercise	J/507/1218	2	16
3. Health and safety in a physical activity, fitness and sport environment	J/508/6396	3	5
4. Applied human biology for exercise and fitness	J/507/1204	3	8
5. Principles of nutrition for healthy lifestyles	L/507/1205	3	6
6. Conducting consultations with personal training clients	R/507/1206	3	8
7. Programme design and delivery for personal training	Y/507/1207	3	9
8. Delivering exceptional customer care	L/508/6397	3	7
9. Enterprise and entrepreneurship	H/507/1209	3	4
10. Marketing products and services	Y/507/1210	3	4
11. Technology in sport and exercise	D/507/1211	3	3
12. Managing personal and professional development	Y/508/6399	3	4
13. Research methods for academic study	H/507/1212	3	3
14. Research skills for academic study	K/507/1213	3	4

Optional

Learners must complete a minimum of 40 credits from any of the optional units.

Higher education

Unit	Unit accreditation number	Level	Credit
15. Opportunities in higher education	M/507/1214	3	4

Fitness and exercise

Unit	Unit accreditation number	Level	Credit
16. Field and laboratory testing to measure health, fitness and sports performance	F/508/6400	3	6
17. Planning and instructing outdoor fitness sessions	T/507/1215	3	8
18. Nutrition for sport and exercise performance	A/507/1216	3	5
19. The role of exercise referral for managing medical conditions	F/507/1220	3	8

Units 20 and 21 must be taken together

20. Physical activity and health considerations for the pre and post natal client	K/600/2595	3	2
21. Design and implement exercise programmes for the pre and post natal client	M/600/2596	3	3

Units 22 and 23 must be taken together

22. Physical activity and health considerations for the older adult	H/504/3555	3	3
23. Designing and adapting exercise programmes for the older adult	K/504/3556	3	3

Unit 24 may be taken on its own but 25 can only be taken if 24 has been completed

24. Understand the principles of soft tissue dysfunction	D/508/6405	3	3
25. Exercise strategies to reduce risk of injury	J/507/1235	3	4

Unit 26 may be taken on its own but 27 can only be taken if 26 has been completed

26. Principles of sports conditioning	L/507/1236	3	4
27. Plan, deliver and evaluate sports conditioning programmes	R/507/1237	3	3

Units 28-31 must be taken together

28. Anatomy and physiology specific to sports massage	L/508/6495	3	3
29. Understand the principles of soft tissue dysfunction	D/508/6405	3	3
30. Professional practice in sports massage	J/508/6401	3	5
31. Sports massage treatments	L/508/6402	3	16

Health and wellbeing

Unit	Unit accreditation number	Level	Credit
32. Psychology of health and exercise	Y/507/1238	3	6
33. The role of public health promotion	D/507/1239	3	6
34. Facilitating behaviour change for health and wellbeing	Y/505/2933	3	5

Mandatory Units

Unit 1 F/507/1217 Level: 2 Credit value: 12

Unit Title: Principles of anatomy, physiology and fitness

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the skeletal system and the effects of exercise	1.1 Identify the structures of the skeletal system 1.2 State the functions of the skeleton 1.3 Name and locate the major bones 1.4 Name and locate different types of bone 1.5 Identify the structure of a long bone 1.6 Name the different types of joint 1.7 Identify different types of synovial joint 1.8 Describe the structures of a synovial joint 1.9 Recognise the joint actions possible at different joints 1.10 Describe optimum postural alignment 1.11 Describe postural deviations 1.12 Describe the immediate effects of exercise on the skeletal system 1.13 Describe the long term effects of exercise on the skeletal system 1.14 Recognise changes to the skeletal system throughout a person's lifespan
2. Understand the neuromuscular system and the effects of exercise	2.1 Name and give examples of the different types of muscle tissue 2.2 Identify the basic structure of skeletal muscle 2.3 Identify the function of skeletal muscle 2.4 Name and locate the major anterior and posterior muscles 2.5 Describe the principles of how skeletal muscles work 2.6 Describe different types of muscle contraction 2.7 Name the joint actions brought about by specific muscles 2.8 Identify different types of muscle fibre 2.9 Recognise the structure of the nervous system 2.10 State the function of the nervous system 2.11 Describe the immediate effects of exercise on the neuromuscular system 2.12 Describe the long-term effects of exercise on the neuromuscular system 2.13 Recognise changes to the neuromuscular system throughout a person's lifespan

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the cardiovascular and respiratory systems and the effects of exercise	3.1 Describe the structure of the heart 3.2 Describe the function of the heart 3.3 Describe the structure and function of the blood and blood vessels 3.4 Describe the structure of the lungs 3.5 Describe the function of the lungs 3.6 Identify the main muscles involved in breathing 3.7 Describe the passage of air through the respiratory tract 3.8 Describe gaseous exchange in the lungs 3.9 Describe gaseous exchange in the muscles 3.10 Describe systemic and pulmonary circulation 3.11 Describe the immediate effects of exercise on the cardiorespiratory and cardiovascular system 3.12 Describe the long-term effects of exercise on the cardiorespiratory and cardiovascular system 3.13 Recognise changes to the cardiorespiratory and cardiovascular systems throughout a person's lifespan
4. Understand how energy is produced in the body and the effects of exercise on energy production	4.1 Recognise adenosine triphosphate as a molecule that is broken down to create energy for the body 4.2 Recognise how adenosine triphosphate is broken down to produce energy 4.3 Name the three main energy systems that resynthesise adenosine triphosphate 4.4 Recognise the role of the main nutrients in the production of energy/adenosine triphosphate 4.5 Identify dietary sources of the main nutrients required for energy production 4.6 Describe how the three energy systems are used during aerobic and anaerobic exercise 4.7 Recognise the interaction of the energy systems during exercise 4.8 Recognise factors that influence the energy system used, to include: Intensity, duration and individual fitness levels
5. Understand health and well-being	5.1 Define the components of health and well-being 5.2 Recognise factors that affect health and well-being throughout the lifespan, including the effects of lifestyle behaviours 5.3 Recognise the risks of lifestyle choices on health and well-being 5.4 Identify the role of activity and exercise in maintaining and managing health and well-being 5.5 Identify the frequency, intensity, time and type of activity required to maintain and improve health and well-being

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand the components of fitness and the effects of exercise	<p>6.1 Name and describe the components of physical fitness</p> <p>6.2 Recognise the frequency, intensity, time and types of activity and exercise required to improve each component of fitness</p> <p>6.3 Recognise the physiological effects of exercise on each component of fitness</p> <p>6.4 Describe how to apply the principles of overload, reversibility, specificity to progress or regress each component of fitness</p> <p>6.5 Recognise how to structure an exercise session to train all components of fitness</p> <p>6.6 Recognise factors affecting physical fitness</p> <p>6.7 Recognise exercise contraindications and safety considerations for special populations</p>
Assessment	Multiple-choice theory exam

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to consult and support clients to change exercise behaviour	1.1 Identify appropriate methods for screening and gathering information from clients and gaining their informed consent to exercise 1.2 Describe barriers for changing exercise behaviour 1.3 Describe motivators for changing exercise behaviour 1.4 Outline strategies for overcoming barriers and building client motivation 1.5 Explain how to use communication and interview skills to support clients at different stages of changing exercise behaviour 1.6 Recognise different approaches for supporting clients to change their exercise behaviour, to include: <ul style="list-style-type: none">• motivational interviewing• trans-theoretical model• rewards• cognitive/reframe thinking• SMART goal-setting 1.7 Differentiate between process and outcome goals for promoting adherence 1.8 Identify safe and realistic timeframes for achievement of client physical goals 1.9 Identify appropriate methods for recording and storing client information 1.10 Identify suitable processes to signpost a client to a medical professional

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Be able to consult/interview and support clients changing exercise behaviour</p>	<p>2.1 Use appropriate methods, techniques and communication skills to greet clients, build rapport and gather information</p> <p>2.2 Provide appropriate advice and guidance in response to health screening questionnaire</p> <p>2.3 Identify when to signpost a client to a medical professional</p> <p>2.4 Ask open questions to gather relevant information from a client</p> <p>2.5 Use active listening skills to gather information</p> <p>2.6 Check client readiness to exercise</p> <p>2.7 Identify client barriers to exercise</p> <p>2.8 Identify client goals</p> <p>2.9 Write process goals to express client needs and aims</p> <p>2.10 Record client information appropriately and with regard to confidentiality</p> <p>2.11 Check client adherence and progress at regular intervals</p>
<p>3. Understand how to maintain a safe and effective gym-based exercise environment</p>	<p>3.1 Recognise the gym maintenance schedules that need to be checked</p> <p>3.2 Recognise the handover information that needs to be provided at the start and end of shift and how to record this information</p> <p>3.3 Recognise appropriate checks to maintain health and safety and cleanliness of the gym environment and gym equipment</p> <p>3.4 Identify how to supervise the gym environment to ensure member safety</p> <p>3.5 Recognise the exercise advice, guidance and support that may be required or requested by clients</p> <p>3.6 Describe how to maintain positive relationships with members and other staff</p> <p>3.7 Explain how to book client inductions</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>4. Be able to deliver a safe and effective gym-based induction</p>	<p>4.1 Demonstrate appropriate communication skills when working with clients, to include:</p> <ul style="list-style-type: none"> • individuals • groups <p>4.2 Verbally screen clients to check their readiness to participate, to include:</p> <ul style="list-style-type: none"> • individuals • groups <p>4.3 Introduce clients to appropriate warm-up exercises, to include:</p> <ul style="list-style-type: none"> • individuals • groups <p>4.4 Introduce clients to a range of cardiovascular machines using an appropriate teaching sequence, to include:</p> <ul style="list-style-type: none"> • individuals • groups <p>4.5 Introduce clients to a range of fixed resistance machines using an appropriate teaching sequence, to include:</p> <ul style="list-style-type: none"> • individuals • groups <p>4.6 Introduce clients to a range of free-weight exercises, to include: safe lifting and passing and use of an appropriate teaching sequence</p> <p>4.7 Introduce clients to a range of body weight exercises using an appropriate teaching sequence, to include:</p> <ul style="list-style-type: none"> • individuals • groups <p>4.8 Introduce clients to appropriate cool-down exercises, to include:</p> <ul style="list-style-type: none"> • individuals • groups <p>4.9 Explain modifications and adaptations to progress and regress specific exercises</p> <p>4.10 Explain appropriate health and safety considerations and gym etiquette</p> <p>4.11 Describe the purpose of a warm-up and cool-down</p> <p>4.12 Explain to clients how to monitor their own exercise intensity</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>5. Know how to plan a safe and effective gym-based exercise session</p>	<p>5.1 Identify risks and hazards in the gym environment</p> <p>5.2 Identify how to manage risks and promote safety in the gym environment</p> <p>5.3 Recognise a safe and effective session structure</p> <p>5.4 Identify safe and effective exercises/equipment for inclusion in a gym-based session</p> <p>5.5 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different client needs</p> <p>5.6 Describe the purpose of a warm-up and cool-down</p> <p>5.7 Describe appropriate exercises for inclusion in a warm-up and cool-down</p> <p>5.8 Describe the purpose and benefits of cardiovascular exercise</p> <p>5.9 Describe the purpose and benefits of muscular fitness and resistance exercises</p> <p>5.10 Describe the purpose and benefits of flexibility exercises</p> <p>5.11 Describe appropriate exercises to improve different components of fitness</p> <p>5.12 Describe different methods for monitoring exercise intensity</p>
<p>6. Be able to plan a safe and effective gym-based exercise session</p>	<p>6.1 Identify and manage risks and hazards that affect safety of the client and the programme in the exercise environment</p> <p>6.2 Select safe and effective exercises for all components of the session, which meet the client's needs, goals and ability</p> <p>6.3 Plan a safe and effective health-related gym-based exercise programme to meet client needs and incorporate different components of fitness</p> <p>6.4 Plan adaptations and modifications to regress, progress and accommodate different client needs</p> <p>6.5 Record exercises using an appropriate format to assist client understanding</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>7. Be able to deliver a safe and effective gym-based exercise programme</p>	<p>7.1 Use appropriate instructional methods, techniques and communication skills to support clients at different stages of changing exercise behaviour</p> <p>7.2 Provide support and motivation to clients</p> <p>7.3 Verbally screen clients to check their readiness to participate</p> <p>7.4 Instruct a safe and effective warm-up</p> <p>7.5 Instruct a safe and effective cardiovascular component</p> <p>7.6 Instruct a safe and effective muscular fitness/resistance training component</p> <p>7.7 Instruct a safe and effective cool-down and flexibility component</p> <p>7.8 Explain appropriate health and safety considerations to clients</p> <p>7.9 Monitor exercise intensity</p> <p>7.10 Monitor exercise safety</p> <p>7.11 Adapt or modify exercises as appropriate to accommodate client needs</p> <p>7.12 Respond accurately/appropriately to client questions</p>
<p>8. Be able to evaluate own practice</p>	<p>8.1 Gather feedback from clients to review and evaluate practice</p> <p>8.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting client needs</p> <p>8.3 Evaluate the effectiveness of instructional and communication skills for meeting client needs</p> <p>8.4 Identify ways to improve instructional skills and communication</p> <p>8.5 Identify ways to improve session content for meeting client needs</p>
Assessment	<p>Worksheet</p> <p>Summative observations</p> <p>Session plans</p>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand health and safety in the workplace	1.1 Describe the responsibilities of the employer for health and safety in the workplace 1.2 Describe the responsibilities of the employee for health and safety in the workplace 1.3 Explain the term 'duty of care' relating to the health and safety of: <ul style="list-style-type: none">• self• other staff• customers/clients• special population groups 1.4 Identify key legal and regulatory requirements relevant to health and safety in the workplace 1.5 Evaluate the consequences of employers and/or employees not following legal requirements
2. Understand how to control hazards and risks in a physical activity, fitness and sport environment	2.1 Explain what is meant by a 'hazard' 2.2 Explain what is meant by 'risk' 2.3 Describe the five steps of risk assessment 2.4 Explain how to determine levels of risk 2.5 Explain how to evaluate whether levels of risk are acceptable 2.6 Describe how to control risks associated with hazards in a physical activity, fitness and sport environment
3. Understand normal and emergency operating procedures in the workplace	3.1 State the importance of having written systems of work, to include: <ul style="list-style-type: none">• normal operating procedures (NOPs)• emergency action plans (EAPs) 3.2 Describe the key areas that should be included in a normal operating procedure 3.3 Describe the key areas that should be included in an emergency action plan

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand health and safety in a physical activity, fitness and sport environment	<p>4.1 Outline why health and safety is important in a physical activity, fitness and sport environment</p> <p>4.2 Explain how the legal requirements for health and safety apply to a physical activity, fitness, sport and exercise environment, to include:</p> <ul style="list-style-type: none"> • facilities • services • equipment <p>4.3 Identify recognised/validated sources of guidance on health and safety that apply to physical activity, fitness and sport environments</p> <p>4.4 Explain a range of policies and procedures that are essential in a physical activity, fitness and sport environment for maintaining health and safety of customers and staff</p>
5. Understand incident and emergency procedures in a physical activity, fitness and sport environment	<p>5.1 Describe what is meant by an ‘incident’</p> <p>5.2 Describe what is meant by an ‘emergency’</p> <p>5.3 Describe the types of incidents and emergencies that may occur in a physical activity, fitness and sport environment</p> <p>5.4 Identify the potential causes of common incidents and emergencies that may occur in a physical activity, fitness and sport environment</p> <p>5.5 Describe the roles that different staff and external services play during an incident or emergency</p> <p>5.6 Explain the importance of following emergency procedures calmly and correctly</p> <p>5.7 Describe how to maintain the safety of people involved in typical incidents or emergencies, including:</p> <ul style="list-style-type: none"> • children • older people • disabled people <p>5.8 Explain a manager’s role in coordinating emergency operating procedures</p> <p>5.9 Summarise the reporting and recording procedures that must be followed in the event of an incident or emergency</p>
6. Understand security in a physical activity, fitness and sport environment	<p>6.1 Describe the types of security procedures that may apply in a physical activity, fitness and sport environment</p> <p>6.2 Give examples of potential security problems in a physical activity, fitness and sport environment</p> <p>6.3 Describe how a member of staff should respond to potential security problems in a physical activity, fitness and sport environment</p> <p>6.4 Describe how a manager should respond to potential security problems in a physical activity, fitness and sport environment</p> <p>6.5 Describe the procedures that should be in place to maintain security in a physical activity, fitness and sport environment</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>7. Understand safeguarding children and vulnerable adults in a physical activity, fitness and sport environment</p>	<p>7.1 Define the terms 'children', 'vulnerable adult' and 'safeguarding'</p> <p>7.2 Describe the safeguarding risks to children and vulnerable adults that may occur in a physical activity, fitness and sport environment</p> <p>7.3 Describe the procedures that should be in place to safeguard children and vulnerable adults in a physical activity, fitness and sport environment</p> <p>7.4 Describe the responsibilities and limitations of a fitness professional with regard to safeguarding children and vulnerable adults</p> <p>7.5 Explain a manager's responsibilities for safeguarding of children and vulnerable adults in a physical activity, fitness and sport environment</p>
<p>8. Be able to control hazards and risks in a physical activity, fitness and sport environment</p>	<p>8.1 Identify the potential hazards in a physical activity, fitness and sport environment that may lead to an incident or emergency, relating to:</p> <ul style="list-style-type: none"> • the environment • equipment • working practices, including lifting and handling of equipment • behaviour • security • hazardous substances • hygiene <p>8.2 Complete a risk assessment on the potential hazards identified in a physical activity, fitness and sport environment</p> <p>8.3 Analyse the risk assessment to design and implement appropriate risk minimisation strategies</p> <p>8.4 Evaluate evidence of recent health and safety incidents/ emergencies to improve normal operating procedures and emergency action plans</p>
Assessment	Assignment Worksheet Multiple-choice theory exam Synoptic eAssessment

Unit Title: Applied human biology for exercise and fitness

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1. Know cardiovascular system structure and function in relation to health and fitness</p>	<p>1.1 Recognise the structure and function of the structures of the heart, to include:</p> <ul style="list-style-type: none"> • chambers • valves • blood vessels <p>1.2 Identify the coronary arteries by name, location and function</p> <p>1.3 List the order in which blood flows through the cardiovascular system, to include:</p> <ul style="list-style-type: none"> • pulmonary circulation • systemic circulation • coronary circulation <p>1.4 Identify the stages of progression in atherosclerosis</p> <p>1.5 Recognise the immediate blood pressure response to exercise, to include:</p> <ul style="list-style-type: none"> • the Valsalva manouevre <p>1.6 Recognise the effects of different forms of exercise training on blood pressure over time</p> <p>1.7 Identify the blood pressure classifications and associated health risks</p> <p>1.8 Identify the cardiovascular benefits and adaptations to different forms of exercise, to include:</p> <ul style="list-style-type: none"> • endurance training • interval training • resistance training • relaxation training
<p>2. Know skeletal system structure and function in relation to health and fitness</p>	<p>2.1 Identify the anatomical planes of motion for different joint actions and exercises</p> <p>2.2 Identify the joint actions and typical ranges of movement of the major joints of the body</p> <p>2.3 Identify the benefits and risks of weight bearing exercise for the bones and joints</p> <p>2.4 Recognise the common injury risks at each of the major joints and the movements that are likely to cause them</p> <p>2.5 Identify common postural patterns, their associated muscle imbalances and the problems these can cause</p> <p>2.6 Recognise the relationship between the structure and function of the skeleton</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Know the myofascial system structure and function in relation to health and fitness	<p>3.1 Identify the structure and function of muscle fibres and their components</p> <p>3.2 Identify the stages of the sliding filament theory</p> <p>3.3 Recognise the effects of exercise intensity and duration on muscle fibre recruitment and adaptation by the different muscle fibre types</p> <p>3.4 Name the locations of the attachment sites for the major muscles of the body</p> <p>3.5 Identify the isolated muscle actions responsible for producing specific body movements</p> <p>3.6 Identify the roles of muscles in integrated movements of the body compared to their isolated muscle actions</p> <p>3.7 Identify causative factors, symptoms and recovery strategies for delayed onset muscle soreness (DOMS)</p> <p>3.8 Identify the structure and functions of the different types of connective tissue</p>
4. Know nervous system structure and function in relation to health and fitness	<p>4.1 Identify the components of the nervous system, to include:</p> <ul style="list-style-type: none"> • central nervous system • peripheral nervous system • somatic branch of the peripheral nervous system • autonomic branch of the peripheral nervous system <p>4.2 Identify the structure and function of a neuron</p> <p>4.3 Identify the structure and function of a motor unit</p> <p>4.4 State the 'all or nothing' law of muscle contraction and the size principle of motor unit recruitment</p> <p>4.5 Identify the stages in the process of the stretch reflex and inverse stretch reflex</p> <p>4.6 Recognise the structure and function of muscle spindles</p> <p>4.7 Recognise the structure and function of golgi tendon organs</p> <p>4.8 Recognise the definition and function of autogenic inhibition</p> <p>4.9 Recognise the definition and function of reciprocal inhibition</p> <p>4.10 Recognise the neuromuscular adaptations associated with different types of exercise and the benefits of these for performance</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Know endocrine system structure and function in relation to health and fitness	<p>5.1 Identify the role of the endocrine system</p> <p>5.2 Recognise the location, structure and functions of the endocrine glands of the body</p> <p>5.3 Identify the main functions of hormones in the body, to include:</p> <ul style="list-style-type: none"> • growth hormone • thyroid hormones • corticosteroids • catecholamines • insulin • glucagon <p>5.4 Recognise the lifestyle factors that affect endocrine health</p>
6. Know the energy systems and their roles in physical activity, exercise and training	<p>6.1. Identify the energy substrates and by-products of each energy system</p> <p>6.2. Recognise the processes by which adenosine tri-phosphate (ATP) is re-synthesised in each energy system</p> <p>6.3. Identify the relative contribution of each energy system to total energy expended in activities with different characteristics, to include:</p> <ul style="list-style-type: none"> • intensity • duration • type
7. Know digestive system structure and function in relation to health and fitness	<p>7.1. Identify the structure of each section of the gastrointestinal tract in relation to its functions</p> <p>7.2. Identify the location and functions of each of the digestive organs</p> <p>7.3. Identify the role of the digestive system and gut microbes in maintaining health, for example:</p> <ul style="list-style-type: none"> • production of vitamin K • production of bacteria that aid digestion • immune system support <p>7.4. Recognise the implications of different dietary practices for the digestive system, for example:</p> <ul style="list-style-type: none"> • diets high in fibre • diets low in fibre • diets high in processed meats • diets high in sugar <p>7.5. Recognise the importance of physical activity for digestive system health</p>
Assessment	Multiple-choice theory exam

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know common nutritional terms and evidence-based nutritional guidelines	1.1 Define common nutritional terms, to include: <ul style="list-style-type: none">• diet• healthy eating• nutrition• balanced diet 1.2 Identify evidence-based nutritional guidelines from credible sources, to include: <ul style="list-style-type: none">• national food guides• professional dietetic bodies• independent scientific bodies 1.3 Distinguish between evidence-based information and the marketing claims of suppliers
2. Know the nutrients required to maintain health in humans	2.1 Identify dietary food sources and functions of each macronutrient in the body 2.2 Identify the caloric value of each macronutrient 2.3 Identify dietary food sources and functions of each micronutrient in the body 2.4 Recognise key signs and symptoms of common nutrient deficiencies, to include: <ul style="list-style-type: none">• iron• vitamin D• fibre 2.5 Identify dietary sources and functions of water in the body 2.6 Recognise the risks, signs and symptoms of dehydration 2.7 Recognise the importance of phytonutrients and other non-essential food chemicals for human health 2.8 Identify the nutrients typically contained in foods within each of the food groups 2.9 Recognise the benefits of obtaining nutrients from minimally processed whole foods 2.10 Identify the effects of different food preparation and cooking methods on the nutritional content of foods

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Know how to estimate daily energy and nutrient requirements for clients with different goals</p>	<p>3.1 Define terms related to weight management, to include:</p> <ul style="list-style-type: none"> • energy balance • negative energy balance • positive energy balance • basal metabolic rate (BMR) • thermic effect of food (TEF) • thermic effect of physical activity • non-exercise activity thermogenesis (NEAT) <p>3.2 Calculate an estimate of daily energy expenditure using a client's data</p> <p>3.3 Identify the appropriate energy deficit or energy surplus required to achieve a client's goals</p> <p>3.4 Recognise safe and effective guidelines for the rate of fat loss or muscle gain achievable through diet modification and exercise</p> <p>3.5 Identify appropriate recommendations for dietary modification to achieve client goals</p>
<p>4. Know the risks of poor nutritional and lifestyle practices</p>	<p>4.1 Identify the risks of fad diets that severely restrict energy intake</p> <p>4.2 Identify the risks of diets that contain high intakes of processed food products and few real foods</p> <p>4.3 Identify the role of alcohol as a non-nutrient dietary source of energy</p> <p>4.4 Recognise the implications of alcohol consumption for health</p> <p>4.5 Identify the effects of caffeine containing drinks on the body</p> <p>4.6 Recognise the implications of long-term high levels of caffeine consumption for health</p>
<p>5. Know how to operate within professional boundaries and systems</p>	<p>5.1 Recognise the professional boundaries for a personal trainer with regard to providing nutritional information and advice</p> <p>5.2 Recognise when to refer or signpost a client to a professional qualified to deal with specific nutritional and dietary requirements</p> <p>5.3 Identify the processes for referral and signposting to medical and healthcare professionals</p> <p>5.4 Recognise the common signs and symptoms of eating disorders</p> <p>5.5 Identify the appropriate actions to take in the event of a client disclosing a current eating disorder as indicated by the industry guidance note 'Managing users with suspected health problems: eating disorders'</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Know how nutrients from food are used to fuel, and recover from, physical activity	<p>6.1. Identify the nutrients used as energy substrates in each energy system</p> <p>6.2. Identify the relative contribution of each nutrient to total energy expenditure in activity of different intensities</p> <p>6.3. Recognise the transport, storage and metabolised forms of each macronutrient</p> <p>6.4. Identify the role of each macronutrient in post-exercise recovery and relate this to post-exercise dietary guidelines</p>
Assessment	<p>Multiple-choice theory exam</p> <p>Synoptic eAssessment</p>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand why effective communication with a client is important in a consultation	1.1 Explain how a personal trainer's communication skills can influence the quality of information collected in a consultation 1.2 Explain how the professional relationship between a personal trainer and a client can influence programme success 1.3 Explain how a personal trainer's communication style can influence a client's motivation and commitment to making lifestyle changes
2. Understand how to use communication techniques to build rapport with a client in a consultation	2.1 Describe methods of initiating conversation with a client or customer, to include: <ul style="list-style-type: none">making a self-introductionoffering assistancepolite greetingacknowledgement 2.2 Explain the difference between open and closed questions 2.3 Describe the purpose of using different question styles in a consultation 2.4 Describe types of non-verbal communication, to include: <ul style="list-style-type: none">body positionposturegesturesfacial expressions 2.5 Explain how non-verbal communication influences consultation outcomes 2.6 Describe the process of active listening 2.7 Describe how to use affirming statements 2.8 Describe how to use reflective statements effectively, to include: <ul style="list-style-type: none">simple reflectionscomplex reflections 2.9 Explain how summaries can be used in a consultation 2.10 Explain how the use of active listening, affirmations, reflective statements and summaries can demonstrate empathy to a client

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Understand how to facilitate lifestyle behaviour change with a client in a consultation</p>	<p>3.1 Describe the roles of capability, opportunity and motivation in determining the success of a client when attempting to make a lifestyle behaviour change</p> <p>3.2 Describe techniques that can be used to develop discrepancy when a client is ambivalent about changing a lifestyle behaviour, to include:</p> <ul style="list-style-type: none"> • awareness/consciousness raising • positive reinforcement • pros and cons lists • decisional balance <p>3.3 Explain how techniques can be used to determine a client's level of readiness to make a lifestyle change, to include:</p> <ul style="list-style-type: none"> • questionnaires • readiness scales • importance and confidence scales <p>3.4 Explain how a cyclical process of goal setting, monitoring, reviewing and evaluating can be used to support clients when making lifestyle behaviour changes</p> <p>3.5 Explain how social support will influence the success of a client when attempting to make a lifestyle behaviour change</p> <p>3.6 Explain how providing client education in a consultation can support lifestyle behaviour change</p> <p>3.7 Explain how signposting a client to other services can support lifestyle behaviour change</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>4. Be able to establish rapport and engage clients in conversation about their health and fitness in a consultation</p>	<p>4.1 Initiate conversation with a client and conduct an appropriate self-introduction</p> <p>4.2 Ask open-ended questions that encourage the client to speak at length</p> <p>4.3 Use active listening to create rapport with a client</p> <p>4.4 Use appropriate non-verbal communication to develop rapport with the client</p> <p>4.5 Use follow-up questions to deepen conversation</p> <p>4.6 Use simple and complex reflective statements to progress conversation</p> <p>4.7 Encourage the client to talk about health and fitness related topics, to include:</p> <ul style="list-style-type: none"> • their current health and fitness • concerns about their health • their beliefs about the importance of physical activity to health and fitness • aspirations for their health and fitness <p>4.8 Focus conversation on topics that are relevant to the client's specific health and fitness aims</p> <p>4.9 Help the client to identify specific lifestyle behaviours that they have reason to change in order to achieve their health and fitness aims</p> <p>4.10 Highlight the importance of changing complementary lifestyle behaviours relevant to the client's goals, to include:</p> <ul style="list-style-type: none"> • reducing sedentary time • healthy eating • reducing alcohol intake • smoking cessation
<p>5. Be able to provide relevant information to clients in a consultation</p>	<p>5.1 Determine what information is relevant to the client, to include information about:</p> <ul style="list-style-type: none"> • services and facilities • healthy eating • lifestyle activity • exercise programming <p>5.2 Determine the best format in which to communicate the information to the client</p> <p>5.3 Provide credible information in a way that emphasises its value to the client</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Be able to collect information about clients in consultations	<p>6.1 Use a validated health screening questionnaire to screen a client for medical conditions</p> <p>6.2 Identify the reasons a client should be signposted to a medical or healthcare professional</p> <p>6.3 Explain the process for signposting a client to a medical or healthcare professional if necessary</p> <p>6.4 Implement a process of informed consent prior to collecting personal details from a client</p> <p>6.5 Collect meaningful personal, physical activity, nutritional and lifestyle information from clients</p> <p>6.6 Record the content of verbal discussions accurately without detracting from conversation</p> <p>6.7 Use appropriate resting measurements to collect meaningful data from clients, for example:</p> <ul style="list-style-type: none"> • weight • height • circumferences • body composition • static posture observation • resting heart rate • resting blood pressure <p>6.8 Use appropriate fitness assessments to collect meaningful data from clients, for example:</p> <ul style="list-style-type: none"> • cardiovascular fitness tests • muscular fitness tests • flexibility tests • movement screening protocols <p>6.9 Use appropriate methods to collect nutritional information from clients, for example:</p> <ul style="list-style-type: none"> • food diary • 24 hour food recall • food frequency questionnaire • description of a typical day

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>7. Be able to use behaviour change techniques to encourage lifestyle change</p>	<p>7.1 Determine a client's level of readiness to change a specified lifestyle behaviour</p> <p>7.2 Raise the client's awareness of the need to change a specified lifestyle behaviour in relation to a stated goal</p> <p>7.3 Help the client to identify the discrepancies between their current lifestyle behaviours and the behaviours required in order to achieve their stated goals</p> <p>7.4 Demonstrate empathy when discussing lifestyle behaviours with clients</p> <p>7.5 Offer affirmations, encouragement and genuine praise at appropriate opportunities</p> <p>7.6 Reinforce the benefits of positive lifestyle behaviour changes that the client expresses an interest in making</p> <p>7.7 Explain the benefits of making healthy lifestyle behaviour changes to clients, for example:</p> <ul style="list-style-type: none"> • eating behaviour • smoking • alcohol consumption • drug use • sleep patterns
<p>8. Be able to facilitate goal-setting and action planning</p>	<p>8.1 Determine whether a client is ready to set physical activity and lifestyle goals during the consultation</p> <p>8.2 Explain the process of goal-setting and action planning to the client</p> <p>8.3 Assist a client to set specific, measurable, achievable, realistic and time-framed (SMART) goals with short, medium and long term time-frames for each lifestyle behaviour relevant to their goal, to include:</p> <ul style="list-style-type: none"> • increasing lifestyle physical activity • adopting a structured exercise programme • making healthier food and drink choices <p>8.4 Guide a client to set a mixture of outcome and process goals</p> <p>8.5 Advise a client as to what is realistic and safe in relation to timeframes for physiological adaptation, to include:</p> <ul style="list-style-type: none"> • fat loss • muscle gain <p>8.6 Help clients to identify their personal barriers to making lifestyle changes</p> <p>8.7 Use techniques to help clients identify ways of overcoming barriers to lifestyle change</p> <p>8.8 Signpost clients to relevant products and services that may increase their capability or opportunity to make lifestyle behaviour changes</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
9. Be able to schedule programme reviews and close the session professionally	<p>9.1 Schedule programme reviews with clients</p> <p>9.2 Explain how repeating measurements using consistent protocols enables progress to be determined, to include:</p> <ul style="list-style-type: none"> • body measurements • fitness assessments • dietary intake <p>9.3 Explain the expected changes in measurements and assessments to clients</p> <p>9.4 Explain the benefits of reviewing client progress against planned targets at agreed intervals</p> <p>9.5 Check that the client is happy with the action plan you have helped them to develop</p> <p>9.6 Agree a communication and support strategy between personal training sessions</p>
Assessment	Assignment Summative observation Self-evaluation Multiple-choice theory exam Synoptic eAssessment

Unit Title: Programme design and delivery for personal training

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1. Know how to collect and interpret health screening and fitness assessment data</p>	<p>1.1 Identify a range of health-screening measurements that can be conducted to inform programme design, to include:</p> <ul style="list-style-type: none"> • weight • height • circumferences • body composition • static posture observation • resting heart rate • resting blood pressure <p>1.2 Describe established protocols for health screening measurements</p> <p>1.3 Interpret outcomes of health screening measurements and risk stratify clients</p> <p>1.4 Identify a range of fitness assessments that can be performed to evaluate client ability, to include:</p> <ul style="list-style-type: none"> • cardiovascular fitness tests • muscular fitness tests • flexibility tests • movement screening protocols

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Understand the principles of safe and effective personal training programme design</p>	<p>2.1 Describe the current evidence-based frequency, intensity, time and type (FITT) guidelines for safe exercise programme design for healthy adults</p> <p>2.2 Explain individual client needs and preferences that may require a programme to diverge from the evidence based guidelines</p> <p>2.3 Describe guidelines for programme design to minimise injury risk and optimise recovery between training sessions and enable physiological adaptation to occur</p> <p>2.4 Describe the principles of periodised programme design</p> <p>2.5 Explain how to apply the principles of periodisation to programmes for a range of goals and client needs, for example:</p> <ul style="list-style-type: none"> • endurance sports • strength sports • muscle gain • fat loss • improved health • high performers • recreational sportspeople • deconditioned clients <p>2.6 Describe a range of training methods/techniques that can be used to meet the needs of clients with a range of goals and ability levels, to include:</p> <ul style="list-style-type: none"> • cardiovascular training protocols • resistance training protocols • flexibility training protocols <p>2.7 Explain how an exercise technique can be regressed, progressed or modified using a range of variables to ensure that it meets a client's needs and goals, for example:</p> <ul style="list-style-type: none"> • equipment used • body position of client • base of support • speed of movement • range of movement • direction of movement • complexity of movement <p>2.8 Explain how to select exercises, training protocols, equipment and environments that meet client goals, ability level and preferences</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to collect and interpret health screening and fitness assessment data	<p>3.1 Conduct health screening measurements according to recognised protocols</p> <p>3.2 Conduct fitness assessments according to recognised protocols</p> <p>3.3 Use collected data to perform calculations and risk stratification</p> <p>3.4 Select key pieces of collected information needed to inform programme content and structure, to include:</p> <ul style="list-style-type: none"> • client goals • client ability • client preferences • outcomes of health screening and fitness assessments
4. Be able to design safe and effective personal training programmes and session plans	<p>4.1 Design exercise programmes that align with credible evidence-based guidelines for frequency, intensity, time and type</p> <p>4.2 Design exercise programmes that take account of individual clients' needs and preferences</p> <p>4.3 Design programmes that include exercises specific to client goals</p> <p>4.4 Design programmes that include training techniques specific to the client's aims and appropriate for their ability level</p> <p>4.5 Select exercise environments that align with client preferences and enable exercise to be performed safely</p> <p>4.6 Design sessions and programmes that follow established guidelines for preparation and recovery to minimise injury risk, optimise adaptation and performance</p> <p>4.7 Design progressive exercise programmes that apply the principles of periodisation</p>
5. Be able to provide a session introduction that prepares the client for exercise	<p>5.1 Assess client readiness to participate in the planned session</p> <p>5.2 Explain the content and structure of the planned session in relation to the client's goals and ability</p> <p>5.3 Encourage client questions and feedback to enable modification of the planned session</p> <p>5.4 Outline health and safety information specific to the planned activities and session environment</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Be able to instruct safe, effective exercise technique	<p>6.1 Instruct the client to perform exercises with correct technique and postural alignment</p> <p>6.2 Use appropriate verbal, visual and kinaesthetic cues to correct client exercise technique and improve movement quality</p> <p>6.3 Positively reinforce correct exercise performance to build self-efficacy</p> <p>6.4 Observe movement accurately and identify valid strategies to improve client's exercise technique</p> <p>6.5 Provide modifications of exercise technique to enable safe and effective execution of the movement as required</p>
7. Be able to monitor a client during exercise sessions	<p>7.1 Monitor exercise performance, intensity and client feedback</p> <p>7.2 Adapt the level of exercise complexity and intensity in response to monitoring observations</p> <p>7.3 Monitor the exercise environment to ensure client safety and comfort</p>
8. Be able to monitor client progress and adapt the programme accordingly	<p>8.1 Keep accurate records of session performance to enable progress to be tracked over time</p> <p>8.2 Adapt planned session content and record changes made in response to client progress and feedback</p> <p>8.3 Keep accurate records of changes made to the programme and sessions</p>
9. Be able to review client progress and satisfaction	<p>9.1 Review client performance and satisfaction at the end of sessions</p> <p>9.2 Request feedback on client satisfaction with the personal training programme and service</p> <p>9.3 Request feedback on ways to improve own performance in delivering personal training sessions</p>
10. Be able to provide motivation and encouragement	<p>10.1 Use appropriate motivational strategies with clients during sessions</p> <p>10.2 Use techniques to increase client motivation to adhere to lifestyle changes between sessions</p> <p>10.3 Encourage clients to adhere to planned lifestyle behaviour changes</p>
Assessment	Case study Summative observations Worksheet or professional discussion Self-evaluation Multiple-choice theory exam Synoptic eAssessment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of customer care	1.1 Explain what is meant by 'customer care' 1.2 Explain why customer care is important to an organisation 1.3 Explain the differences between an internal customer and an external customer 1.4 Describe what is meant by a positive customer experience 1.5 Describe what is meant by a negative customer experience 1.6 Describe the benefits of delivering exceptional customer care 1.7 Describe the disadvantages of poor customer care
2. Understand the skills and behaviours needed to deliver exceptional customer care	2.1 Describe the common characteristics of people/ individuals who provide exceptional customer care 2.2 Describe the features of self-presentation that will make a positive impression on customers 2.3 Identify the attitude required when dealing with customers 2.4 Explain the concept of professionalism within customer care 2.5 Describe the team-working skills required to deliver an exceptional customer experience
3. Understand the legislation relating to the customer environment	3.1 Outline the key points of equality and diversity legislation that relate to customer care 3.2 Describe the terms 'equality' and 'diversity' 3.3 Describe how to support equality and diversity in a customer care environment, to include: <ul style="list-style-type: none">• respect for work colleagues• meeting the needs of customers 3.4 Give examples of the diverse needs of customers 3.5 Give examples of behaviours that might cause offence to specific customers 3.6 Summarise the main principles of the Data Protection Act 3.7 Describe why it is important to respect customer and organisation confidentiality

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand how to communicate clearly and effectively with customers	<p>4.1 Explain different methods of communication to include verbal and non-verbal methods</p> <p>4.2 Identify positive body language</p> <p>4.3 Identify negative body language</p> <p>4.4 Describe the communication approach that will make a positive impression on customers, to include:</p> <ul style="list-style-type: none"> • empathy • listening • patience • adaptability • establishing trust <p>4.5 Describe how to build rapport with different customers</p> <p>4.6 Explain why a consistent positive attitude and approach to customers is vital to an organisation</p>
5. Understand the value of first impressions	<p>5.1 Explain the importance of making a positive first impression on customers</p> <p>5.2 Describe how to create a positive first impression when communicating with customers, to include:</p> <ul style="list-style-type: none"> • face-to-face • using the telephone <p>5.3 Explain when it may be necessary to take the initiative in approaching customers</p> <p>5.4 Explain how to acknowledge the customers, even when busy</p>
6. Be able to show the right attitude for customer care	<p>6.1 Greet customers politely and positively</p> <p>6.2 Communicate efficiently and effectively with different types of customers, to include:</p> <ul style="list-style-type: none"> • face-to-face • using the telephone <p>6.3 Establish a rapport with customers</p> <p>6.4 Demonstrate to customers that you are positive and enthusiastic at all times</p> <p>6.5 Demonstrate types of behaviour that make a positive impression on different types of customers</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Understand how to improve a customer's experience	<p>7.1 Explain why it is important to listen to a customer's wants and needs</p> <p>7.2 Differentiate between routine service and going the 'extra mile'</p> <p>7.3 Describe the benefits for the customer of going the 'extra mile'</p> <p>7.4 Describe the benefits for the organisation of going the 'extra mile'</p> <p>7.5 Describe the types of action that customers will see as adding value to their experience</p> <p>7.6 Describe methods of obtaining customer feedback</p> <p>7.7 Explain how to use customer feedback to adapt the customer care given within an organisation</p>
8. Understand customer loyalty and retention	<p>8.1 Describe the concept of customer touch points within an organisation</p> <p>8.2 Explain the importance of building customer relationships</p> <p>8.3 Explain the importance of customer loyalty to an organisation</p> <p>8.4 Explain the benefits of customer retention</p> <p>8.5 Describe the importance of monitoring competitors' customer care</p>
9. Understand how to promote products and services	<p>9.1 Describe how additional services or products will benefit customers</p> <p>9.2 Describe how customers' use of additional services or products will benefit an organisation</p> <p>9.3 Identify opportunities for offering customers additional services or products that will improve their customer experience</p>
10. Understand how to interact with customers in difficult situations	<p>10.1 Explain how to adapt communication for customers who are angry, to include:</p> <ul style="list-style-type: none"> • face-to-face • on the telephone • in writing (by email) • via social media/e-media <p>10.2 Explain how to adapt communication for customers who are upset</p> <p>10.3 Identify the types of needs and difficulties that customers may have that they require assistance with</p> <p>10.4 Describe how to respond to different customer needs and difficulties</p> <p>10.5 Identify the differences between assertive, aggressive, manipulative and passive behaviour</p> <p>10.6 Describe the skills required to deal with potentially volatile or unpleasant situations</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
11. Understand how to deal with customer problems	<p>11.1 Describe typical customer problems</p> <p>11.2 Identify the personal qualities required to deal with customer problems</p> <p>11.3 Identify responses and actions that may make problems worse</p> <p>11.4 Describe how to inform customers when promises cannot be kept due to unforeseen circumstances</p> <p>11.5 Describe how to reassure customers while their problems are being solved</p> <p>11.6 Explain why it is important for a member of staff to get feedback from the customer and follow up any remaining issues</p> <p>11.7 Explain the importance of giving feedback to other colleagues involved which will help them avoid future complaints</p> <p>11.8 Explain the importance of keeping clear records of the way a problem or complaint has been handled</p> <p>11.9 Explain how to refer problems and difficulties to a more senior colleague when they are unable to deal with it themselves</p> <p>11.10 Describe an organisation's complaint or problem-solving procedure</p>
12. Be able to deal with customer complaints and problems	<p>12.1 Summarise the details of the complaint or problem accurately and to customer satisfaction</p> <p>12.2 Investigate the facts of the complaint in order to establish how it should be dealt with</p> <p>12.3 Identify a range of solutions</p> <p>12.4 Identify the benefits of different solutions for the customer and the organisation</p> <p>12.5 Report the findings of your investigation to your customer and offer your chosen solution</p> <p>12.6 Check that the solution is acceptable to the customer</p> <p>12.7 Check the customer is satisfied with how their problem has been dealt with</p>
Assessment	Multiple-choice theory exam Worksheet Summative observation Self-evaluation Synoptic eAssessment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the attitude, skills and demands required to be a successful entrepreneur	1.1 Define the terms entrepreneur and intrapreneur 1.2 Differentiate the key differences between an entrepreneur and intrapreneur, to include: <ul style="list-style-type: none">• employment status• resources• pros and cons of each role 1.3 Explain the key skills/attitude of entrepreneurs, to include: <ul style="list-style-type: none">• personal characteristics• interpersonal skills• critical and creative thinking skills• practical skills 1.3 Describe the risks of starting and running a small business 1.4 Explain the demands of successfully running a small business, to include: <ul style="list-style-type: none">• long hours/time management• pressures associated with decision making• financial commitments• potential consequences• completion of tedious tasks• filling gaps in knowledge 1.5 Explain the benefits of using a SWOT (strengths, weaknesses, opportunities and threats) analysis when developing a new enterprise or small business
2. Be able to evaluate personal skills and attitudes required to be a successful entrepreneur	2.1 Evaluate own strengths, weaknesses, opportunities and threats in relation to enterprise 2.2 Develop a personal action plan to address own strengths, weaknesses, opportunities and threats in relation to enterprise

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to plan an enterprise activity	<p>3.1 Identify a problem or opportunity for enterprise</p> <p>3.2 Identify the customer profile of a selected enterprise</p> <p>3.3 Design potential solutions to an enterprise problem or opportunity</p> <p>3.4 Analyse the viability of the potential solutions to an enterprise problem or opportunity</p> <p>3.5 Present a proposal/action plan for a solution to an enterprise problem or opportunity, to include:</p> <ul style="list-style-type: none"> • aims and objectives • stages/milestones of the enterprise • unique selling point (USP) • marketing strategy • communication methods/techniques for a range of customer profiles • obtaining feedback from customers/end users • resources required • areas of risk and difficulty (where things might go wrong) • budget • potential re-investment plans for any money made from the enterprise activity
4. Be able to manage an enterprise activity	<p>4.1 Evaluate own strengths, weaknesses, opportunities and threats in relation to managing enterprise</p> <p>4.2 Develop a personal action plan to address own strengths, weaknesses, opportunities and threats in relation to managing enterprise</p> <p>4.3 Implement an enterprise, putting a proposal/plan into action and monitoring each stage</p> <p>4.4 Review an action plan and include alternative means to achieve objectives where necessary</p>
Assessment	Multiple-choice theory exam Assignment Worksheet

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand marketing techniques and tactics	<p>1.1 Define the term marketing</p> <p>1.2 Explain the role of marketing in business</p> <p>1.3 Identify the factors that influence marketing decisions, to include:</p> <ul style="list-style-type: none">• internal• external• financial <p>1.4 Explain the components of a marketing mix, to include:</p> <ul style="list-style-type: none">• price• product• promotion• place <p>1.5 Evaluate the advantages and disadvantages/constraints of common marketing methods or techniques, to include:</p> <ul style="list-style-type: none">• press release• cold calling• flyer/poster• competitions• giveaways/free trials• e/digital marketing• social media tools <p>1.6 Explain the purpose of a marketing plan/strategy for a brand, service or product</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand how to conduct market research to develop current or future brands, services or products	<p>2.1 Evaluate different methods of market research, to include:</p> <ul style="list-style-type: none"> • surveys • focus groups • interviews • field trials • observation (of behaviour) <p>2.2 Explain the process of crowdsourcing</p> <p>2.3 Explain how to conduct market research for a brand, service or product</p> <p>2.4 Describe methods of analysing results/data from market research activities (to include comparison to market competition)</p> <p>2.5 Explain the importance of setting goals for marketing performance</p>
3. Be able to produce marketing materials for promotional campaigns	<p>3.1 Conduct market research for a brand, service or product</p> <p>3.2 Analyse results/data from market research activities (to include comparison to market competition)</p> <p>3.3 Design graphics that represent a brand, service or product to a target market</p> <p>3.4 Produce promotional material for a brand, service or product target market</p> <p>3.5 Justify the approach taken to developing promotional material(s) for a target market</p>
4. Be able to develop a marketing plan/strategy for a brand, service or product	<p>4.1 Identify the target audience of a marketing campaign for a brand, service or product</p> <p>4.2 List the key objectives and targets within a marketing campaign for a brand, service or product</p> <p>4.3 List risks and difficulties that may be encountered in the marketing of a brand, service or product</p> <p>4.4 Develop a marketing timeline for the brand, service or product</p> <p>4.5 Explain how the marketing plan will be communicated with stakeholders</p>
Assessment	<p>Multiple-choice theory exam</p> <p>Assignment</p> <p>Worksheet</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the evolutionary development of technology in sport and exercise	1.1 Describe major technological developments in sport and exercise, to include: <ul style="list-style-type: none">• equipment and training aids• clothing• footwear• safety/protective wear• prosthetics, wheelchairs and adaptive equipment• facility design• nutrition and supplementation• doping and anti-doping practices• information and communication technology (ICT), software• smart devices and wearable technology
2. Understand the benefits of technology applications in sport and exercise	2.1 Describe how the adoption and implementation of sports and exercise technologies have benefitted the following: <ul style="list-style-type: none">• athletic performance• health improvement/life expectancy• injury prevention and rehabilitation• recovery from training or competition• career length of elite performers• participant/performer safety• official decisions• understanding of the human body and performance
3. Understand the ethical considerations of technology applications in sport and exercise	3.1 Analyse the potential ethical concerns in relation to the adoption and implementation of sports and exercise technologies, to include: <ul style="list-style-type: none">• socioeconomic• geographical• environmental• legal• able bodied versus disabled or impaired performers

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to evaluate the application and effects of technology in a range of sport and exercise scenarios	<p>4.1 Review appropriate technologies that will enhance the performance and/or experience for the following:</p> <ul style="list-style-type: none"> • individual sport performer • team sport performer • fitness enthusiast • referee/judge/umpire <p>4.2 Evaluate the effect Smart devices and applications have had or could have on the sedentary population</p> <p>4.3 Describe how the development of technology has enhanced the experience of spectators of sporting events</p>
Assessment	Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of personal development	1.1 Define personal development 1.2 Evaluate the benefits of personal development 1.3 Describe why it is important to develop knowledge and skills 1.4 Describe the differences between a growth mindset and a fixed mindset 1.5 Describe employability skills 1.6 Define transferable skills 1.7 Describe the benefits of having transferable skills 1.8 Explain the difference between hard and soft skills 1.9 Explain the benefits of highlighting own strengths and weaknesses 1.10 Describe how to work with other people to identify own strengths and weaknesses within personal development 1.11 Explain how to maintain a positive attitude when receiving feedback from others 1.12 Describe SMART goal-setting to ensure objectives are specific, measurable, achievable, realistic/relevant and time-bound 1.13 Describe the purpose of a personal development plan

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand the principles of continuing professional development (CPD)	<p>2.1 Define continuing professional development</p> <p>2.2 Evaluate the benefits of continuing professional development (CPD)</p> <p>2.3 Define evaluation</p> <p>2.4 Define reflection</p> <p>2.5 Explain how to reflect on own work and highlight ways of improving skills, knowledge and practice</p> <p>2.6 Describe how to work with others to evaluate own skills, knowledge and practice</p> <p>2.7 Explain the contribution that a workplace's performance appraisal and development processes can make to own continuing professional development</p> <p>2.8 Outline how to access sources of information and development opportunities to fulfil continuing professional development</p> <p>2.9 Outline how to access support for your learning</p> <p>2.10 Describe the difference between formal and informal development opportunities</p> <p>2.11 Identify own preferred learning style</p> <p>2.12 Evaluate different types of learning that can contribute to own development and suit own preferred learning style</p> <p>2.13 Describe the purpose of a professional development plan</p> <p>2.14 Explain the importance of keeping a record of all professional development activities</p>
3. Understand the planning and reviewing cycle within personal and professional development	<p>3.1 Describe different planning and reviewing cycle theories</p> <p>3.2 Explain the importance of the planning and reviewing cycle within personal and continuing professional development</p> <p>3.3 Explain the importance of reviewing goals and targets at regular intervals</p>
4. Understand time management techniques	<p>4.1 Explain the benefits of managing own time effectively</p> <p>4.2 Describe effective time management tools and techniques, to include:</p> <ul style="list-style-type: none"> • setting goals • prioritising urgent and important tasks • breaking down tasks into smaller parts <p>4.3 Explain the benefits of achieving an acceptable 'work-life balance'</p> <p>4.4 Identify possible distractions that may cause deadlines to be missed</p> <p>4.5 Identify strategies to minimise distractions and enable timely completion of priority tasks</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Be able to manage own personal and professional development	<p>5.1 Develop a personal and professional development plan that prioritises areas for development</p> <p>5.2 Evaluate own personal and professional development needs from personal reflection</p> <p>5.3 Identify own personal and professional development needs from feedback from others</p> <p>5.4 Evaluate own strengths and weaknesses for personal and professional development</p> <p>5.5 Analyse own future training needs</p> <p>5.6 Research the appropriate activities needed to fulfil a personal and professional development plan</p> <p>5.7 Outline specific, measurable, achievable, realistic/relevant and time-bound (SMART) personal and professional development objectives</p> <p>5.8 Record formal and informal development opportunities that are consistent with personal and professional development objectives</p> <p>5.9 Record formal and informal development activities that are consistent with personal and professional development objectives</p> <p>5.10 Identify any potential challenges in meeting personal and professional development objectives</p> <p>5.11 Implement strategies or solutions to resolve potential challenges in meeting personal and professional development objectives</p> <p>5.12 Review progress against agreed objectives and amend plans accordingly</p> <p>5.13 Gain constructive feedback from others about own performance</p>
Assessment	<p>Worksheet</p> <p>Personal and professional development plan</p> <p>Multiple-choice theory exam</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the research skills needed for higher education	1.1 Explain the importance of time-management when undertaking research, to include: <ul style="list-style-type: none">• meeting deadlines• avoidance of deadline evasion• setting personal targets• setting priorities for study/research• working within a time constraint 1.2 Explain the importance of planning research 1.3 Describe different learning styles 1.4 Describe how to identify own learning style and preferences 1.5 Evaluate different exam revision techniques 1.6 Describe how to approach the failure of an exam
2. Understand different research methods	2.1 Describe qualitative research techniques 2.2 Describe quantitative research techniques 2.3 Explain the advantages and limitations of different research methods, to include: <ul style="list-style-type: none">• interview• questionnaire• observation 2.4 Describe the difficulties in interpreting different information gathered

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand reading techniques needed for academic study	<p>3.1 Describe different reading techniques, to include:</p> <ul style="list-style-type: none"> • skimming • scanning • reviewing • summarising <p>3.2 Define active reading</p> <p>3.3 Explain the effect and purpose of implied meaning within a variety of texts</p> <p>3.4 Explain implicit meaning within a variety of texts, to include:</p> <ul style="list-style-type: none"> • hint • suggestion • allusion • inference • assumption • irony • sarcasm • metaphor • symbolism <p>3.5 Identify techniques used to make reading active</p> <p>3.6 Explain why making notes is an essential part of the reading process</p> <p>3.7 Describe different note making techniques</p> <p>3.8 Identify strategies to help cope with difficult content</p>
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to plan a research project	1.1 Produce draft outlines for research activities 1.2 Seek advice when selecting a research project 1.3 Develop action plans for completion of a research project 1.4 Implement action plans
2. Be able to use learning and revision strategies to suit own learning style	2.1 Identify own learning style and preferences 2.2 Select appropriate techniques to enhance own learning and revision effectiveness 2.3 Apply strategies to enhance own learning and revision effectiveness
3. Be able to research information for a specific project	3.1 Define a specific topic for research 3.2 Define the aims and limits of the research within a chosen subject area 3.3 Use relevant research techniques to extract the information needed for a specific project 3.4 Formulate questions to provide focus when investigating information and/or ideas 3.5 Use purposeful questions across a range of academic and non-academic sources, to include: <ul style="list-style-type: none">• books• text-books• newspapers• journals• electronic sources (e-books, websites, DVDs) 3.6 Use a range of resources to extract information for a specific research project, to include: <ul style="list-style-type: none">• books• text-books• newspapers• journals• electronic sources (e-books, websites, DVDs) 3.7 Use reading techniques to explore sources of information, for example: <ul style="list-style-type: none">• active reading• skimming• scanning• reviewing• summarising

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.8 Apply note taking techniques to record specific key information 3.9 Determine which sources of information are valid and credible for use in the project 3.10 Extract the final information needed to inform the research project 3.11 Present a logical argument in a research project
4. Be able to manage a research project	4.1 Set priorities for study 4.2 Manage own time to complete a research project to deadlines 4.3 Evaluate own allocation of time for tasks 4.4 Monitor own progress towards deadlines 4.5 Meet deadlines set to complete academic tasks
5. Be able to present the findings of a final research project	5.1 Use terminology consistent with the topic's subject 5.2 Present a finished project in forms consistent with subject specific conventions 5.3 Select, synthesise and logically structure information 5.4 Write in fluent, accurate English observing the conventions of grammar, punctuation and spelling 5.5 Demonstrate analytical techniques, to include: <ul style="list-style-type: none"> • using judgement • presenting an argument • critical analysis • debating views 5.6 Reference credible sources to present an accurate representation of the available scientific research 5.7 Use academic citation/referencing appropriate to the project and the specific project topic
6. Be able to evaluate the research project	6.1 Evaluate and reflect on own performance 6.2 Create an action plan for future improvement
Assessment	Assignment

Optional Units – Higher Education

Unit 15 M/507/1214 Level: 3 Credit value: 4

Unit Title: Opportunities in higher education

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to research the variety of opportunities available in higher education	1.1 Identify the opportunities in higher education which are suited to own aspirations 1.2 Investigate further information regarding a selection of higher education opportunities 1.3 Evaluate information about identified higher education opportunities
2. Understand the personal value of applying to higher education	2.1 Evaluate the advantages and disadvantages of following a higher education course in relation to own personal development, career aspirations and circumstances 2.2 Explain potential financial and personal challenges that an individual may face in entering higher education 2.3 Investigate the support available to enable a course of higher education, to include: <ul style="list-style-type: none">• financial• accommodation• travel
3. Understand the application process for higher education	3.1 Identify the methods of applying to higher education establishments 3.2 Obtain relevant information to plan a course of action and provide a clear rationale for the plan 3.3 Explain the time-frames involved
4. Be able to apply for a higher education course	4.1 Complete the application process relevant to chosen higher education opportunity
Assessment	Assignment Higher Education Application

Optional Units – Fitness and Exercise

Unit 16 F/508/6400 Level: 3 Credit value: 6

Unit Title: Field and laboratory testing to measure health, fitness and sports performance

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of laboratory and field testing to measure health, fitness and sports performance	1.1 Identify the key principles of field and laboratory testing, to include: <ul style="list-style-type: none">• Validity• Accuracy• Reliability 1.2 Describe what is meant by the principles of validity, accuracy and reliability in relation to laboratory and field testing1.3 Differentiate between subjective and objective tests1.4 Give an overview of the ethical considerations when carrying out laboratory and field tests to measure health, fitness and sports performance1.5 Explain the reasons for carrying out a range of different field and laboratory tests, for example: <ul style="list-style-type: none">• To provide a comparative baseline to inform programming and progression• To measure progression• To identify strengths and weaknesses• To provide data to further sport and exercise scientific knowledge• To answer research questions 1.6 Give examples of when it may be more appropriate to carry out laboratory tests1.7 Give examples of when it may be more appropriate to carry out field tests

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Understand the protocols of laboratory and field tests</p>	<p>2.1 Explain the protocols of a range of laboratory tests to measure:</p> <ul style="list-style-type: none"> • Health • Cardiovascular fitness • Muscular strength • Muscular endurance • Flexibility • Functional ability • Sports performance <p>2.2 Explain the protocols of a range of field tests to measure:</p> <ul style="list-style-type: none"> • Health • Cardiovascular fitness • Muscular strength • Muscular endurance • Flexibility • Functional ability • Sports performance
<p>3. Be able to select appropriate laboratory and field tests to meet specified objectives</p>	<p>3.1 Identify the reasons for carrying out laboratory and field tests</p> <p>3.2 Critically compare laboratory and field tests to select tests that are meaningful and meet the specified objectives</p>
<p>4. Be able to appropriately prepare for tests that measure health, fitness and sports performance in a laboratory environment</p>	<p>4.1 Identify the standards required to appropriately prepare a laboratory for tests that measure health, fitness and sports performance</p> <p>4.2 Prepare the laboratory for tests</p> <p>4.3 Perform appropriate medical and lifestyle screening prior to any laboratory testing</p> <p>4.4 Explain the reasons why each test has been selected, including how the test is meaningful to the involved parties</p> <p>4.5 Explain selected test protocols concisely, answering any questions from involved parties clearly, and checking understanding</p> <p>4.6 Obtain informed consent for laboratory tests</p> <p>4.7 Prepare involved parties appropriately for laboratory tests, maintaining an ethical and professional approach throughout preparations</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Be able to appropriately prepare for tests that measure health, fitness and sports performance in a field environment	<p>5.1 Identify the standards required to appropriately prepare for tests that measure health, fitness and sports performance in a field environment</p> <p>5.2 Prepare the field environment for tests</p> <p>5.3 Perform appropriate medical and lifestyle screening prior to any field testing</p> <p>5.4 Explain the reasons why each test has been selected, including how the test is meaningful to the involved parties</p> <p>5.5 Explain selected test protocols concisely, answering any questions from involved parties clearly, and checking understanding</p> <p>5.6 Obtain informed consent for field tests</p> <p>5.7 Prepare involved parties appropriately for field tests, maintaining an ethical and professional approach throughout preparations</p>
6. Be able to carry out tests to accurately measure health, fitness and sports performance	<p>6.1 Follow test protocols to carry out accurate, valid, reliable tests that provide meaningful results</p> <p>6.2 Record the data collected in a manner that adheres to legal, organisational and ethical requirements</p>
7. Be able to appropriately conclude tests that measure health, fitness and sports performance in a field and laboratory environment	<p>7.1 Support involved parties appropriately after testing to ensure safe and effective recovery</p> <p>7.2 Leave the environment and equipment in a condition suitable for future use</p>
8. Be able to analyse and evaluate laboratory and field test results to provide meaningful feedback	<p>8.1 Analyse and evaluate laboratory and field test results with appropriate comparative norms, baselines or expected outcomes</p> <p>8.2 Evaluate results and provide appropriate feedback to involved parties</p>
9. Be able to evaluate laboratory and field test management to inform future practice	<p>9.1 Collect feedback from all involved parties in relation to own management of the test protocols, involved parties, environments and equipment</p> <p>9.2 Self-reflect on own management of the test protocols, subjects, environments and equipment</p> <p>9.3 Analyse all feedback and self-reflections</p> <p>9.4 Identify ways to improve future practice</p>
Assessment	<p>Worksheet</p> <p>Assignment</p> <p>Summative observation</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the types of outdoor fitness training environments	1.1 Describe the types of outdoor environments that can be used for fitness training, for example: <ul style="list-style-type: none">• parks• beaches• gardens• trim trails• woodland/off-road 1.2 Explain the benefits and disadvantages of each outdoor training location
2. Understand the health and safety requirements specific to delivering outdoor fitness sessions	2.1 Outline why health and safety is important in outdoor fitness training environments 2.2 Identify the legal and regulatory requirements for health and safety specific to outdoor fitness training 2.3 Identify roles and responsibilities for ensuring the health and safety of individuals taking part in outdoor fitness training sessions 2.4 Describe the key health and safety documents that are relevant for delivering outdoor fitness sessions 2.5 Summarise the requirements of the Outdoor Code of Practice 2.6 Identify the types of emergencies that may occur specifically in outdoor fitness training environments 2.7 Explain the procedures to follow if an emergency occurs during an outdoor fitness session 2.8 Describe how to maintain the safety of people involved in emergencies outdoors, to include: <ul style="list-style-type: none">• children• older people• disabled people

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to manage risks in outdoor fitness training environments	<p>3.1 Identify possible hazards in outdoor fitness training environments, to include:</p> <ul style="list-style-type: none"> • environment • weather conditions • facilities • equipment • working practices, including lifting and handling of equipment • participant behaviour • the public • animals • security • hygiene <p>3.2 Assess the risk presented by hazards in outdoor fitness training environments</p> <p>3.3 Describe how to manage identified risks in outdoor fitness training environments</p> <p>3.4 Identify the weather conditions that can affect training in outdoor fitness sessions, to include:</p> <ul style="list-style-type: none"> • temperature • humidity • rain • snow and ice • wind • poor visibility <p>3.5 Explain the ways in which weather conditions can affect outdoor training sessions</p> <p>3.6 Explain how exercises can be safely modified in response to different weather conditions</p> <p>3.7 Explain the clothing and footwear considerations for training in different weather conditions</p> <p>3.8 Identify suitable contingency plans for occasions when weather conditions make outdoor training impractical or unsafe</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>4. Understand the considerations for conducting outdoor training sessions with groups</p>	<p>4.1 Describe a range of outdoor group fitness training methods, to include:</p> <ul style="list-style-type: none"> • circuit training • bootcamp training • games • health walks • green gyms <p>4.2 Explain the benefits and challenges of delivering group outdoor fitness training sessions</p> <p>4.3 Describe the need for professionalism when working with groups of participants outdoors</p> <p>4.4 Explain how to apply safe session structure to outdoor sessions, to include:</p> <ul style="list-style-type: none"> • warm-up • main session • cool-down <p>4.5 Identify instructional cues and teaching points when working with groups outdoors, to include:</p> <ul style="list-style-type: none"> • effective use of body language • correct demonstrations • use of timely feedback • effective exercise correction
<p>5. Understand a range of exercises suitable for use in outdoor fitness training environments</p>	<p>5.1 Identify a range of exercises suitable for outdoor fitness training, to include:</p> <ul style="list-style-type: none"> • cardiovascular • bodyweight • use of environmental features • portable equipment • flexibility <p>5.2 Describe how to incorporate environmental structures and features into outdoor fitness training sessions</p> <p>5.3 Describe how training systems can be used when designing an outdoor fitness programme</p> <p>5.4 Describe how to incorporate the use of a partner or group in outdoor fitness training sessions</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Be able to plan outdoor fitness training sessions	<p>6.1 Describe the aims and objectives of the outdoor exercise session</p> <p>6.2 Identify environmental considerations relevant to the outdoor fitness training session</p> <p>6.3 Plan safe and effective fitness training sessions for groups, to include:</p> <ul style="list-style-type: none"> • warm-up • main component • cool-down <p>6.4 Provide alternatives to the programmed exercises if participants cannot take part as planned</p> <p>6.5 Develop a written contingency plan</p>
7. Be able to deliver outdoor fitness training sessions	<p>7.1 Prepare the equipment and environment for a planned outdoor fitness training session</p> <p>7.2 Carry out a safety check of the environment and equipment for a planned outdoor fitness training session</p> <p>7.3 Implement control measures to mitigate any anticipated hazards that may affect a planned outdoor fitness session</p> <p>7.4 Ensure there is access to essential amenities, to include:</p> <ul style="list-style-type: none"> • toilets • drinking water • first aid supplies • emergency telephone <p>7.5 Check that all participants are appropriately prepared for the session, to include:</p> <ul style="list-style-type: none"> • access to water • suitable footwear • appropriate clothing for weather conditions • pre-activity health screening <p>7.6 Help participants feel at ease in the outdoor fitness environment</p> <p>7.7 Explain the planned aims, objectives and outdoor safety considerations</p> <p>7.8 Explain the physical and technical demands of the planned exercises and how the outdoor environment may affect these</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Be able to deliver safe and effective outdoor fitness training sessions	<p>8.1 Provide a warm-up appropriate to participants' needs, the planned session and environmental conditions</p> <p>8.2 Make best use of the environment to maintain participant safety and achieve session objectives</p> <p>8.3 Provide instructions, explanations and demonstrations that are technically correct, safe and effective</p> <p>8.4 Adapt verbal and non-verbal communication methods to ensure clear communication with participants</p> <p>8.5 Analyse participants' performance, providing positive reinforcement throughout</p> <p>8.6 Provide timely exercise correction using appropriate techniques and communication modalities</p> <p>8.7 Explain how exercises can be progressed or regressed to meet participants' needs</p> <p>8.8 Provide motivation in a style consistent with the session that is respectful of participants</p> <p>8.9 Address the needs of individual participants without detracting from the experience of the group as a whole</p> <p>8.10 Lead a cool-down suitable for the type and intensity of physical exercise, participants' needs and the environmental conditions</p> <p>8.11 Review the session with participants, to include:</p> <ul style="list-style-type: none"> • providing feedback to participants on performance during the session • gathering feedback from participants about their experience of the session • providing participants with information about future sessions <p>8.12 Oversee the participants' safe departure from the session</p> <p>8.13 Leave the environment in a suitable condition for others to use</p>
9. Be able to evaluate outdoor fitness training sessions	<p>9.1 Review the safety and effectiveness of the session</p> <p>9.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting participant needs</p> <p>9.3 Evaluate the effectiveness of instructional skills for meeting participant needs</p> <p>9.4 Evaluate the effectiveness of communication for meeting participant needs</p> <p>9.5 Identify ways to improve instructional skills and communication</p> <p>9.6 Identify ways to improve session content for meeting participant needs</p>
Assessment	Assignment Summative observation Self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the need for a healthy, balanced diet to optimise sports performance	1.1 Describe the rationale for having a healthy, balanced diet as the cornerstone of a sports nutrition programme 1.2 Identify the functions of macronutrients, micronutrients and water in relation to sport/exercise performance and recovery 1.3 Recognise how sport/exercise training may affect an individual's nutritional requirements
2. Understand how to access credible information about sports and performance nutrition	2.1 Access credible scientific information about sports and performance nutrition 2.2 Identify recognised sports nutrition guidelines from credible organisations, for example: <ul style="list-style-type: none">• the International Olympic Committee• the British Association of Sports and Exercise Sciences• the Australian Institute of Sport 2.3 Describe how scientific findings can be presented to exaggerate the purported benefits of sports nutrition products
3. Understand the benefits and risks of specific nutritional protocols that may be used to prepare for sports or fitness events	3.1 Explain protocols for tailoring nutrition and training to optimise performance in endurance events, for example: <ul style="list-style-type: none">• carbohydrate loading• fat loading• tapering 3.2 Explain protocols for tailoring nutrition and training to optimise performance in strength and power events, for example: <ul style="list-style-type: none">• matching nutrition to training phase• optimising strength/power to weight ratio• post-event recovery for multiple event sports 3.3 Explain the health risks and performance implications of protocols that involve extremely low calorie diets and dehydration prior to bodybuilding or physique events

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the current scientific evidence relating to the safety and efficacy of common, legally available supplements and ergogenic aids	<p>4.1 Identify a range of commonly and legally available supplements and ergogenic aids</p> <p>4.2 Recognise the scientific rationale or mechanism of action for the identified supplements and ergogenic aids</p> <p>4.3 Describe a range of supplements and ergogenic aids which are classified as safe and effective based on current scientific evidence, to include:</p> <ul style="list-style-type: none"> • vitamin and mineral supplements • carbohydrate supplements • protein supplements • creatine supplements • caffeine • nitrate supplementation
Assessment	Worksheet

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the role of exercise referral for managing medical conditions	1.1 Identify the impact of relevant Chief Medical Officer Reports on the promotion of activity and exercise 1.2 Recognise the structure of the health service and the roles of key bodies 1.3 Describe the role of exercise referral for managing specified medical conditions, to include: evidence reports from different schemes and emerging themes (client benefits) 1.4 Identify methods and data used to evaluate and review the success of exercise referral schemes 1.5 Recognise criticisms regarding the effectiveness of exercise referral (e.g. NICE reports, UK active reports)
2. Understand the medical conditions managed by exercise referral schemes	2.1 Identify the medical conditions managed in exercise referral schemes (within the scope of practice of exercise referral instructors and with consideration to different inclusion/exclusion criteria) 2.2 Identify the risk factors, causes and progression of specified medical conditions 2.3 Describe the clinical signs and symptoms of specified medical conditions 2.4 Identify interventions used in the treatment of specified medical conditions, to include: medication, surgical, therapeutic, lifestyle behaviour changes, exercise and activity, and nutrition 2.5 Describe the risks and benefits of exercise for specific medical conditions, including contraindications for exercise 2.6 Explain the exercise guidelines and restrictions of exercise for specified medical conditions 2.7 Describe considerations for exercise when dealing with comorbidities

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the process of exercise referral and the roles of professionals involved in the process	<p>3.1 Recognise different industry guidance documents that have been used for managing exercise referral schemes over the last two decades, to include: NQAF, BHFNC Toolkit, Professional and Operational standards</p> <p>3.2 Outline the exercise referral process, to include: initial referral and assessment, participation, exit routes, follow-up</p> <p>3.3 Describe the roles and role boundaries of professionals involved in the exercise referral process</p> <p>3.4 Recognise risk stratification models used in exercise referral to assess risk</p> <p>3.5 Describe how different conditions and pathophysiology are risk stratified, including contraindications for exercise</p> <p>3.6 Recognise when clients need to be signposted to other professionals</p> <p>3.7 Describe the records that need to be maintained as part of the referral process, with consideration to information sharing and data protection legislation</p> <p>3.8 Explain the personal, professional and communication skills required to work in exercise referral, including medico-legal requirements</p> <p>3.9 Describe job roles and professions that may involve using or recommending physical activity as a means to prevent or manage chronic medical conditions</p>
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the benefits of physical activity for pre and postnatal clients	1.1 Explain the value of physical activity for pre and postnatal clients to include: <ul style="list-style-type: none">• maintenance of fitness levels• increased body awareness and improved posture• prevention of low back pain• weight control• faster postnatal recovery• reported easier pregnancy and delivery
2. Know the physiological and biomechanical changes that take place during pregnancy	2.1 Summarise the three trimesters 2.2 Describe the physiological and biomechanical changes associated with each trimester to include: <ul style="list-style-type: none">• the circulatory system• the respiratory system• the musculoskeletal system• the metabolic and hormonal systems 2.3 Explain the implications of these changes for the client taking part in physical activity
3. Understand the key considerations for pre and postnatal clients participating in physical activity	3.1 List the contraindications to physical activity during and after pregnancy 3.2 Explain the guidelines for referral 3.3 Identify the warning signs that indicate the client should stop exercising 3.4 Explain how to respond to these warning signs 3.5 Describe the key considerations when developing an effective working relationship with pre and postnatal clients 3.6 List the types of real and perceived barriers that pre and postnatal clients may have about participating in physical activity 3.7 Describe ways in which these barriers can be overcome.

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Know the nutritional requirements for pre and postnatal clients	<p>4.1 Explain the importance of a balanced diet for pre and postnatal clients with particular reference to the importance of:</p> <ul style="list-style-type: none"> • avoiding dramatic weight loss during pregnancy • increasing maternal caloric intake to support the breast feeding process <p>4.2 List the sources of food which are important for pre and postnatal clients</p> <p>4.3 List the foods which should be avoided during pregnancy and the reasons for these</p> <p>4.4 Explain the reasons why pre and postnatal clients should keep hydrated and avoid hot and or humid conditions</p>
Assessment	Worksheet

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Collect information and select appropriate activities with the pre or postnatal client	<p>1.1 Explain the importance of pre activity screening for pre and postnatal clients</p> <p>1.2 Identify information to be collected by a fitness professional to include:</p> <ul style="list-style-type: none">• lifestyle• medical and pregnancy history• physical activity history• attitude and motivation• exercise preferences• barriers to exercise (perceived or actual)• current level of fitness <p>1.3 Collect information about the pre or postnatal client selecting appropriate methods</p> <p>1.4 Interpret the information gathered from the screening process and identify any reasons for referral</p> <p>1.5 Record information in an effective manner with:</p> <ul style="list-style-type: none">• accuracy• appropriate to the interview and/or questionnaire results <p>1.6 Observe the legal and ethical responsibilities regarding screening, client records and confidentiality</p> <p>1.7 Identify sources of information and advice when working with pre and postnatal clients</p> <p>1.8 Select activities that are appropriate to the pre or postnatal client taking into consideration the clients:</p> <ul style="list-style-type: none">• health status and any contraindications• injury status and any specific recommended adaptations if appropriate• any other precautions identified during client consultation

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Design an individualised, safe and effective exercise programme for pre or postnatal clients</p>	<p>2.1 Apply the principles of FITT (Frequency, Intensity, Time and Type) to the design of an exercise programme during the:</p> <ul style="list-style-type: none"> • 1st trimester • 2nd trimester • 3rd trimester • recovery from pregnancy <p>2.2 Select appropriate types of activity for the client and the stage of pregnancy</p> <p>2.3 List the types of activity which should be avoided and explain the reasons for avoiding these, to include:</p> <ul style="list-style-type: none"> • prenatal clients • postnatal clients <p>2.4 Identify any alternatives or modifications specific to the individual client needs for:</p> <ul style="list-style-type: none"> • individual exercises • equipment selection • programme content <p>2.5 Describe the guidelines on stretching for:</p> <ul style="list-style-type: none"> • prenatal clients • postnatal clients <p>2.6 Explain the importance of pelvic floor exercises</p> <p>2.7 Explain the importance of not exercising to exhaustion and how to avoid this.</p>
<p>3. Record the individualised exercise programme for the pre or postnatal client</p>	<p>3.1 Record the programme in an appropriate format ensuring that the information is usable to the pre or postnatal client</p>
<p>4. Identify and manage specific risks to the pre or postnatal client when participating in physical activity</p>	<p>4.1 Identify any specific risks for the pre or postnatal client when participating in physical activity related to:</p> <ul style="list-style-type: none"> • stage of pregnancy • type of activity • equipment • environment <p>4.2 Describe ways to manage the identified risks</p>
Assessment	Case study

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the effects of ageing on the UK population	1.1 Describe how the UK's demographics have changed over the last 20 years to include: <ul style="list-style-type: none">• age• gender 1.2 Give an overview of the different theories of ageing to include: <ul style="list-style-type: none">• chronological• biological• functional• successful• pathological 1.3 Describe the benefits of physical activity for the older person to include: <ul style="list-style-type: none">• disease prevention• health promotion• preservation of function• quality of life 1.4 Give an overview on current research on physical activity, inactivity and ageing
2. Understand the physiological and biomechanical changes associated with ageing and their implications for physical activity	2.1 Explain the skeletal system changes associated with ageing 2.2 Explain the muscular system changes associated with ageing 2.3 Explain the respiratory system changes associated with ageing 2.4 Explain the cardiovascular system changes associated with ageing 2.5 Explain the nervous system changes associated with ageing 2.6 Describe the implications for the older adults' ability to perform physical activity to include: <ul style="list-style-type: none">• benefits• risks
3. Understand the medical conditions commonly associated with old age and their implications for physical activity	3.1 Outline medical conditions commonly associated with old age 3.2 Outline any implications these medical conditions may have on the client's ability to partake in physical activity

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the key considerations for older adults participating in physical activity	<p>4.1 Explain the absolute contraindications to exercise</p> <p>4.2 Explain the risks of exercise for an older adult</p> <p>4.3 Define the fitness professional's scope of practice</p> <p>4.4 Describe how to deal with a client who has a medical condition outside the scope of practice of the fitness professional</p> <p>4.5 Explain when to refer to other professionals</p> <p>4.6 Identify the warning signs that indicate the client should stop exercising</p> <p>4.7 Explain how to respond to these warning signs</p> <p>4.8 Explain how to maintain the safety of older clients in an emergency</p> <p>4.9 Describe the key considerations when developing an effective working relationship with older clients</p> <p>4.10 List the types of real and perceived barriers that older clients may have regards participating in physical activity</p> <p>4.11 Describe ways in which these barriers can be overcome</p> <p>4.12 Identify credible sources of information on age-related issues, for example:</p> <ul style="list-style-type: none"> • health • social • exercise/activity
5. Understand the communication skills required to engage with older adults	<p>5.1 Describe a range of motivational communication strategies suitable when working with older adults in a range of settings/environments, for example:</p> <ul style="list-style-type: none"> • sheltered housing • residential homes • community centres • leisure centres <p>5.2 Explain why the use of appropriate language is vital when engaging with clients</p> <p>5.3 Explain the importance of listening to and addressing client feedback</p> <p>5.4 Describe how to develop social support strategies to enable long-term participation</p> <p>5.5 Describe the components of age friendly marketing strategies</p>
Assessment	<p>Worksheet</p> <p>Assignment</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of collecting information to plan a physical activity programme for the older adult	1.1 Explain the principles of informed consent 1.2 Summarise the client information that should be collected when designing a physical activity programme for the older adult 1.3 Explain how to interpret information collected from the client in order to identify client needs and goals 1.4 Explain the legal and ethical implications of collecting client information
2. Understand how to identify goals with older adults	2.1 Explain how to identify clients' short, medium and long term goals to include: <ul style="list-style-type: none">• physical/functional• psychological• social• lifestyle• adherence 2.2 Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a physical activity programme for the older adult
3. Understand how to plan a physical activity programme for the older adult	3.1 Summarise the key principles of designing physical activity programmes to achieve short, medium and long-term goals, including the order and structure of sessions for the older adult 3.2 Explain how to incorporate the components of fitness and principles of training into programme design 3.3 Describe a range of safe and effective exercises/physical activities suitable for older adults 3.4 Explain how to include physical activities as part of a client's lifestyle to complement exercise sessions 3.5 Identify when it might be appropriate to share the programme with other professionals

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the teaching and instructing skills required when working with older adults	<p>4.1 Explain how to develop and refine their teaching skills to enable the effective instruction of older adults to include:</p> <ul style="list-style-type: none"> • visual and verbal instruction • observation • movement analysis <p>4.2 Explain how to develop safe, effective, enjoyable older adult friendly exercise and physical activity environments</p> <p>4.3 Explain how to create a social atmosphere and peer support groups</p>
5. Be able to plan a physical activity programme for the older adult	<p>5.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are:</p> <ul style="list-style-type: none"> • appropriate to client's age, any associated medical condition/s, goals and level of fitness • consistent with accepted good practice <p>5.2 Ensure appropriate components of fitness are built into the programme</p> <p>5.3 Apply the principles of training which are appropriate to the client, their age and ability to help achieve short, medium and long-term goals</p> <p>5.4 Agree the demands of the programme with the client</p> <p>5.5 Agree appropriate evaluation methods and review points with the client</p> <p>5.6 Identify the resources needed for the programme</p> <p>5.7 Record plans in a format that will help clients and other professionals involved to implement the programme</p>
6. Understand how to adapt exercise to meet the needs of older adults	<p>6.1 Explain why it is important to monitor individual progress if more than one client is involved in the session</p> <p>6.2 Describe different methods of monitoring client's progress during exercise, including groups of clients</p> <p>6.3 Explain when it may be necessary to adapt planned exercises to meet client's needs</p> <p>6.4 Explain how to adapt exercise/exercise positions as appropriate to individual clients and the environment</p> <p>6.5 Explain how to modify the intensity of exercise according to the needs and response of the clients</p>
Assessment	Case study Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand soft tissue dysfunction	1.1 Differentiate between soft tissue injury and dysfunction 1.2 Explain the types of soft tissue injuries 1.3 Describe common causes of soft tissue injury 1.4 Differentiate between the severity of injuries 1.5 Describe common causes of soft tissue dysfunction 1.6 Describe signs and symptoms of soft tissue dysfunction
2. Understand the process of repair of soft tissue	2.1 Describe the process of soft tissue repair 2.2 Describe factors that may influence soft tissue repair 2.3 Explain the importance of the inflammatory process
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the scope of practice when minimising sports injury risk	1.1 Describe the scope of practice for minimising sports injury risk 1.2 Explain how exercise can be used to minimise the risk of injury 1.3 Describe different methods of carrying out postural assessments, to include: <ul style="list-style-type: none">• static assessments• dynamic assessments 1.4 Describe how static and dynamic postural assessments can be used to minimise the risk of injury
2. Be able to perform static and dynamic assessments with clients	2.1 Perform appropriate medical and lifestyle screening prior to any practical assessments 2.2 Identify any previous injuries or current areas of risk 2.3 Identify the client's current exercise/fitness goals 2.4 Select appropriate static and dynamic assessments to meet the needs of the individual client 2.5 Explain assessment protocol(s) and answer any questions clearly, checking individual understanding 2.6 Obtain informed consent for planned assessments 2.7 Perform a range of static postural assessments 2.8 Perform a range of dynamic movement assessments, for example: <ul style="list-style-type: none">• exercise technique assessments (squat/shoulder press/bench press)• gait analysis• performance movement analysis 2.9 Observe client movement patterns to identify variations from neutral posture and ideal technique 2.10 Record observation findings in an appropriate manner to facilitate the understanding of other professionals if required 2.11 Record and store information in a manner that adheres to legal and organisational requirements

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to analyse client assessment findings and identify dysfunction	<p>3.1 Identify potential causes of posture/movement patterns that vary from neutral/ideal</p> <p>3.2 Identify methods to focus on potential causes and assist in the development of potential solutions to minimise injury risk</p> <p>3.3 Analyse the assessment results and prioritise dysfunction(s) and potential causes</p>
4. Be able to plan exercise programmes for clients to reduce the risk of injury	<p>4.1 Identify appropriate exercises to reduce dysfunctions that may increase the client's injury risk</p> <p>4.2 Identify appropriate exercises that avoid movement patterns that may increase the client's injury risk</p> <p>4.3 Incorporate appropriate exercises into an exercise programme that will progress a client towards their exercise/fitness goals whilst minimising their future injury risk</p>
5. Be able to prepare for exercise programmes	<p>5.1 Demonstrate understanding of the facility's health and safety guidelines including normal operating procedures (NOP) and emergency operating procedures (EOP)</p> <p>5.2 Prepare the environment, equipment and resources for the session, checking safety and making adaptations where necessary</p> <p>5.3 Assess client readiness to participate in the planned session, to include:</p> <ul style="list-style-type: none"> • verbal medical/health/injury screening • psychological readiness and motivation <p>5.4 Explain the content and structure of the planned session in relation to the agreed goals and injury risk minimisation strategies</p> <p>5.5 Encourage questions and feedback to enable appropriate modification of the planned session</p> <p>5.6 Outline appropriate health and safety information specific to the planned activities</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>6. Be able to instruct an effective exercise session to improve client body alignment and movement quality</p>	<p>6.1 Deliver safe and effective warm-up activities</p> <p>6.2 Introduce each exercise, giving clear instructions and major teaching points related to injury risk minimisation strategies</p> <p>6.3 Use appropriate verbal, visual and kinaesthetic cues to correct technique and improve movement quality where required</p> <p>6.4 Use appropriate motivational strategies to facilitate and encourage optimal performance throughout the activity/exercise</p> <p>6.5 Monitor performance, intensity and individual feedback at all times</p> <p>6.6 Balance the focus of the exercise to stimulate physiological adaptation and maintain technical performance</p> <p>6.7 Modify and adapt exercises in response to performance and feedback</p> <p>6.8 Deliver safe and effective cool-down activities</p> <p>6.9 Leave the environment and equipment in a condition suitable for future use</p>
<p>7. Be able to evaluate the effectiveness of the session and modify programmes accordingly</p>	<p>7.1 Perform appropriate static and dynamic re-assessment at the end of the session to allow analysis of the effects of the session</p> <p>7.2 Collect client feedback about the session</p> <p>7.3 Analyse the effectiveness of the exercises selected</p> <p>7.4 Identify appropriate modifications to future sessions/programmes</p> <p>7.5 Discuss and agree modifications with client</p> <p>7.6 Record re-assessment, analysis and modifications appropriately, adhering to legal and organisational requirements</p>
Assessment	Worksheet Summative observation Case study

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the role of a sports conditioning coach	<p>1.1 Define the term sports conditioning</p> <p>1.2 Outline the role of a sports conditioning coach, to include</p> <ul style="list-style-type: none">• planning and preparatory responsibilities• understanding the specific requirements of each specific sport being worked with• monitoring and analysis of the sportsperson/people• balancing the needs of a team and the individual• providing appropriate conditioning programmes to benefit the individual, their team and their performance <p>1.3 Identify the different environments and situations in which a sports conditioning coach may be required to work, for example:</p> <ul style="list-style-type: none">• professional sports clubs• amateur sports clubs• indoor facilities• outdoor facilities• in season• out of season• post-injury rehabilitation• competitive preparation• recovery from competition <p>1.4 Identify different types of sports conditioning clients</p> <p>1.5 Describe the personal qualities and skills required of a sports conditioning coach</p> <p>1.6 Describe the technical skills required of a sports conditioning coach</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Understand how to develop self as a sports conditioning coach</p>	<p>2.1 Explain the importance of continuing professional development (CPD) for a sports conditioning coach</p> <p>2.2 Identify ways to develop the required skills and competencies of a sports conditioning coach</p> <p>2.3 Identify a range of sources that can be used to keep up-to-date with scientific research in the field of sports conditioning</p> <p>2.4 Explain how to ensure that the sources are reputable and creditable and the information presented is valid and reliable</p> <p>2.5 Explain the importance of ensuring that sources of information used to develop knowledge are reputable, creditable, valid and reliable</p>
<p>3. Understand the principles of programming for sports conditioning</p>	<p>3.1 Explain how the principles of training are used to programme for sports conditioning, to include:</p> <ul style="list-style-type: none"> • specificity • progressive overload • reversibility • adaptability • individuality • rest and recovery <p>3.2 Describe how the principles of fitness and training can be manipulated to maximise sports performance, to include:</p> <ul style="list-style-type: none"> • speed • agility • power and rate of force production • plyometrics • proprioception • motor control <p>3.3 Explain how programmes can be periodised to maximise competitive performance</p> <p>3.4 Explain the importance of considering both general fitness and specific sporting requirements when planning sports conditioning programmes</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand sporting demands and how they can be used to inform effective sports conditioning programming	<p>4.1 List the types of demands that can be placed upon a sportsperson, to include:</p> <ul style="list-style-type: none"> • physical • environmental • physiological • biomechanical • psychological <p>4.2 Explain the importance of understanding the demands of a sport when planning conditioning programmes</p> <p>4.3 Describe how demands can be used to inform effective sports conditioning programming</p> <p>4.4 Describe how each type of demand can be assessed and analysed to provide the key information required to plan sports conditioning programmes</p> <p>4.5 Explain the importance of considering the individual and their performance goals when analysing sporting demands</p> <p>4.6 Describe ways in which an individual's specific requirements/circumstances can affect overall sporting demands</p> <p>4.7 Identify the signs and symptoms of overtraining</p> <p>4.8 Identify a range of situations when it may be necessary to refer to, or work with, other professionals</p>
5. Understand how fitness assessments can support the planning of sports conditioning programmes	<p>5.1 Explain the importance of selecting the most appropriate fitness assessment for a specific sport/team/individual</p> <p>5.2 Describe how to critically compare a range of fitness assessments</p> <p>5.3 Explain how fitness assessments can be used to support sports conditioning programmes that develop maximum sporting performance</p>
6. Understand how assessment and programming can support the planning of sports conditioning programmes	<p>6.1 Describe the injury cycle</p> <p>6.2 Identify ways that effective programming can help to break the injury cycle</p> <p>6.3 Describe different methods of carrying out postural assessments, to include:</p> <ul style="list-style-type: none"> • static assessments • dynamic assessments <p>6.4 Explain how static and dynamic postural assessments can be used to support sports conditioning programmes</p>
Assessment	Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to gather appropriate information to plan a sports conditioning programme	1.1 Analyse the demands of a sport 1.2 Identify the performance demands of the sports training and competition phases, to include: <ul style="list-style-type: none">• priorities of sports or sporting governing bodies• team priorities• individual priorities 1.3 Perform appropriate medical and lifestyle screening prior to any fitness or postural assessment 1.4 Select a range of appropriate fitness and postural assessments to identify the current performance capabilities of a sportsperson in relation to the performance demands 1.5 Explain selected assessment protocols concisely, answering any questions from involved parties clearly, and check understanding 1.6 Obtain informed consent for planned fitness and postural assessments and future programmed exercises and activities 1.7 Perform appropriate fitness and postural assessments to identify the current performance capabilities of a sportsperson in relation to the performance demands 1.8 Analyse the collected information from demands analysis and fitness and postural assessments to compare current performance capabilities in relation to the performance activity 1.9 Discuss and agree specific, ,measurable, achievable, relevant, timed (SMART) goals with all involved parties, to include: <ul style="list-style-type: none">• short-term goals• medium-term goals• long-term goals 1.10 Record all information collected in a manner that adheres to legal and organisational requirements

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Be able to plan sports conditioning programmes to improve performance</p>	<p>2.1 Identify exercises and activities that can be used to improve performance in line with the agreed specific, measurable, achievable, relevant, timed (SMART) goals</p> <p>2.2 Describe how to progress exercises and activities to maximise performance in line with agreed specific, measurable, achievable, relevant, timed (SMART) goals</p> <p>2.3 Design sessions and programmes that follow established guidelines to minimise injury risk and optimise adaptation and progression towards the agreed specific, measurable, achievable, relevant, timed (SMART) goals</p> <p>2.4 Design short-, medium- and long-term progressive programmes that effectively apply the principles of periodisation</p> <p>2.5 Explain measures to ensure the health and safety of sessions and programmes, including injury risk management strategies</p> <p>2.6 Discuss and agree the periodised plan with all involved parties</p> <p>2.7 Discuss and agree points of evaluation and review of the progression and programme with all involved parties</p> <p>2.8 Obtain informed consent for the planned exercises and activities included in the progressive programme</p>
<p>3. Be able to prepare to deliver sports conditioning sessions</p>	<p>3.1 Demonstrate understanding of the facility's health and safety guidelines including normal operating procedures (NOPs) and emergency operating procedures (EOPs)</p> <p>3.2 Prepare the environment, equipment and resources for the session, checking safety and making adaptations where necessary</p> <p>3.3 Assess the sportsperson's readiness to participate in the planned session, to include:</p> <ul style="list-style-type: none"> • verbal medical/health/injury screening • psychological readiness and motivation <p>3.4 Explain the content and structure of the planned session in relation to the agreed goals and current capabilities</p> <p>3.5 Encourage questions and feedback to enable appropriate modification of the planned session</p> <p>3.6 Outline appropriate health and safety information specific to the planned activities</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to instruct effective sports conditioning sessions to an individual	<p>4.1 Deliver safe and effective warm-up activities to appropriately prepare the sportsperson for the conditioning session</p> <p>4.2 Introduce each activity with clear instructions, rules and techniques to maximise effective performance in relation to the agreed session goals</p> <p>4.3 Use appropriate verbal, visual and kinaesthetic cues to correct technique and improve movement quality where required</p> <p>4.4 Use appropriate motivational strategies to facilitate and encourage maximal performance throughout the activity/exercise</p> <p>4.5 Monitor performance, intensity and feedback at all times</p> <p>4.6 Modify and adapt activities/exercises in response to performance and feedback</p> <p>4.7 Balance the needs of the individual and the group</p> <p>4.8 Deliver safe and effective cool-down activities to facilitate appropriate recovery from the conditioning session</p> <p>4.9 Leave the environment and equipment in a condition suitable for future use</p> <p>4.10 Record session outcomes appropriately, adhering to legal and organisational requirements</p>
5. Be able to evaluate sessions and modify programmes accordingly	<p>5.1 Utilise a range of methods to collect feedback from all involved parties</p> <p>5.2 Self-reflect on the session(s), identifying positive and developmental aspects</p> <p>5.3 Analyse the collected feedback and self-reflections</p> <p>5.4 Identify appropriate modifications to future sessions/programmes</p> <p>5.5 Discuss and agree modifications with all involved parties</p> <p>5.6 Record evaluation, analysis and modifications appropriately, adhering to legal and organisational requirements</p>
6. Be able to evaluate sessions to modify and develop own instructing performance	<p>6.1 Collect feedback from all involved parties in relation to own instruction and performance during the session</p> <p>6.2 Self-reflect on own instruction skills to identify positive and developmental aspects</p> <p>6.3 Analyse all feedback and self-reflections</p> <p>6.4 Identify ways to develop and improve future practice</p> <p>6.5 Create a personal development plan including relevant development activities</p> <p>6.6 Review the development activities as appropriate</p>
Assessment	<p>Case study</p> <p>Summative observation</p> <p>Self-evaluation</p>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the structural organisation of the human body	1.1 Outline the structural organisation of the human body 1.2 Describe the structure of the human cell 1.3 Describe the functions of the human cell 1.4 Describe the different types of human tissue 1.5 Explain the functions of the different types of human tissue
2. Understand the structure and functions of the skin	2.1 Describe the structure of the skin 2.2 Describe the functions of the skin
3. Understand the structure and functions of the lymphatic system	3.1 Outline the structure of the lymphatic system 3.2 Describe the functions of the lymphatic system 3.3 Describe the structure of a lymph node 3.4 Explain the functions of a lymph node 3.5 State the location of the major lymph nodes
4. Know the structure and functions of the urinary system	4.1 Outline the structure of the urinary system 4.2 Outline the function of the urinary system
5. Understand the effects of sports massage on the body systems	5.1 Explain the physical effects of sports massage 5.2 Explain the physiological and neurological effects of sports massage 5.3 Explain the psychological effects of sports massage
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand soft tissue dysfunction	1.1 Differentiate between soft tissue injury and dysfunction 1.2 Explain the types of soft tissue injuries 1.3 Describe common causes of soft tissue injury 1.4 Differentiate between the severity of injuries 1.5 Describe common causes of soft tissue dysfunction 1.6 Describe signs and symptoms of soft tissue dysfunction
2. Understand the process of repair of soft tissue	2.1 Describe the process of soft tissue repair 2.2 Describe factors that may influence soft tissue repair 2.3 Explain the importance of the inflammatory process
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand legislation required in sports massage	1.1 Explain how current legal obligations relate to the sports massage therapist 1.2 Explain the importance of having a chaperone present when working with children and vulnerable adults 1.3 Explain the importance of obtaining and working within boundaries of informed consent 1.4 Describe what information needs to be given to clients to obtain informed consent 1.5 Evaluate the consequences of non-compliance with legislation and professional standards
2. Understand scope of practice in sports massage	2.1 Describe cautions and contraindications to sports massage 2.2 Distinguish the actions to take if presented with cautions or contraindications <ul style="list-style-type: none">• Local• Systemic 2.3 Describe referral procedures when working with other professionals 2.4 Describe how to communicate with others in a professional manner
3. Understand the standards relevant to the sports massage profession	3.1 Discuss key principles of professional standards as stipulated by sports massage membership organisations 3.2 Evaluate the roles of professional organisations relating to sports massage 3.3 Explain the purpose of regulation 3.4 Explain the importance of continuing professional development 3.5 Describe the protocol to follow when presented with an emergency situation 3.6 Describe insurance requirements for sports massage practice

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the principles of professional practice in sports massage	4.1 Explain the importance of valuing equality and diversity when working with clients 4.2 Explain the importance of professionalism 4.3 Explain the personal and clinical standards expected of the sports massage therapist 4.4 Explain the importance of good communication skills 4.5 Describe advantages/disadvantages of different means of communication
5. Understand how to produce, maintain and store client records	5.1 Explain the importance of accurate and confidential record keeping 5.2 Explain what information should be recorded 5.3 Explain the principles to apply when recording treatments 5.4 Explain the legal requirements for the storage and disposal of records
Assessment	Worksheet Assignment

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the history and development of massage	1.1 Summarise the history and origins of massage 1.2 Explain the development of sports massage 1.3 Explain how sports massage can complement other therapies and treatments
2. Understand the fundamentals of sports massage treatments	2.1 Explain the contexts in which sports massage is used, to include: <ul style="list-style-type: none">• Pre-event• Inter/Intra-event• Post-event• Maintenance 2.2 Explain the requirements of a suitable environment for sports massage 2.3 Identify types of equipment needed for sports massage, giving reasons 2.4 Identify signs and symptoms of contra-actions 2.5 Identify the therapist's subsequent response to contra-actions 2.6 Describe a range of sports massage techniques to include: <ul style="list-style-type: none">• Methods• Application• Effects• Safety considerations 2.7 Explain the importance of positioning and posture for the: <ul style="list-style-type: none">• Sports masseur• Client• Use of props 2.8 Describe effects and benefits of commonly used mediums in sports massage 2.9 Explain the advantages and disadvantages of commonly used mediums in sports massage

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand how to assess and screen clients for sports massage treatments	3.1 Describe what is meant by subjective and objective assessments 3.2 Explain methods of carrying out subjective and objective assessments 3.3 Explain reasons for use of subjective and objective assessments 3.4 Explain the value of client consultation 3.5 Explain the importance of accurate client assessments and re-assessments
4. Be able to carry out client assessments	4.1 Carry out subjective assessments of clients 4.2 Obtain informed consent before carrying out physical assessments 4.3 Carry out objective assessments of clients
5. Be able to devise sports massage treatment plans	5.1 Devise massage strategies relevant to collated information 5.2 Present massage strategies to clients and obtain informed consent
6. Be able to apply sports massage treatments	6.1 Prepare treatment area, equipment and self for sports massage 6.2 Prepare clients for sports massage 6.3 Position clients for comfort, dignity and maximal effectiveness 6.4 Carry out massage methods that meet the presentation and needs of the client 6.5 Adapt own posture and position throughout application to ensure safe and effective application 6.6 Monitor visual and oral feedback and adapt treatment strategy 6.7 Remove massage medium when necessary 6.8 Maintain interaction with clients throughout the massage 6.9 Apply and maintain professional standards throughout treatments 6.10 Restore working environment to safe and hygienic condition
7. Understand evaluation of sports massage treatments	7.1 Describe methods used to evaluate the effectiveness of treatments 7.2 Describe the advantages and disadvantages of evaluation methods 7.3 Explain the importance of providing opportunities for further feedback 7.4 Explain the importance of self-reflection

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Be able to evaluate sports massage treatments	8.1 Carry out post-massage assessments of clients 8.2 Obtain feedback from clients 8.3 Reflect on feedback received and self-analysis of treatment 8.4 Evaluate treatment and identify areas and opportunities for improvement 8.5 Present aftercare advice to clients, providing opportunities for questions 8.6 Record massage sessions as legally required
Assessment	Worksheet Client record card/treatment plan Summative observation Self-evaluation

Optional Units – Health and wellbeing

Unit 32 Y/507/1238 Level: 3 Credit value: 6

Unit Title: Psychology of health and exercise

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the main schools of psychology and theories to explain health and exercise behaviours	<p>1.1 Define the terms:</p> <ul style="list-style-type: none">• psychology• health• exercise• health psychology• exercise psychology <p>1.2 Identify the main psychological schools. To include:</p> <ul style="list-style-type: none">• a historical timeline• behaviourist• psychodynamic• humanistic• cognitive <p>1.3 Describe the main theorists and theories evolving from each school, to include:</p> <ul style="list-style-type: none">• behaviourist school and influence of conditioning (Pavlov, Skinner)• psychodynamic and the influence of childhood experiences (Freud, Jung, Adler)• humanistic and the influence of self-worth, self-concept, growth, potential, actualisation (Rogers, Maslow, Berne, Gestalt)• cognitive and the influence of thinking (Beck, Ellis and Bandura) <p>1.4 Explain the bio psychosocial model in relation to health and well-being, to include:</p> <ul style="list-style-type: none">• biological components (e.g. genetics)• behavioral components (e.g. lifestyle, stress, health beliefs)• psychological components (e.g. self-esteem, self-worth, perception)• social components (e.g. cultural influences, family relationships).

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p>1.5 Outline the key components of psychological theories and models used to explain exercise and health behaviours. To include:</p> <ul style="list-style-type: none"> • self-efficacy theory • self-determination theory • cognitive evaluation theory • locus of control • cognitive dissonance theory • theory of planned behaviour • health belief model • theory of reasoned action • trans-theoretical model • health action processing approach <p>1.6 Describe how psychological theories explain different health and exercise behaviours. To include:</p> <ul style="list-style-type: none"> • barriers to exercise, activity and health across a person's lifespan • motives for participation, across a person's lifespan • attitudes to exercise, activity and health across a person's lifespan • reasons for adherence and non-adherence • reasons for lapse and relapse <p>1.7 Recognise criticisms and limitations of different models and theories</p>
2. Know the roles for psychologists in exercise and health	<p>2.1 Explain different work opportunities for health and exercise psychologists</p> <p>2.2 Identify different work settings</p> <p>2.3 Identify training and supervision requirements when working in the role of a health/exercise psychologist</p> <p>2.4 Identify boundaries and ethics when working in the role of a health/exercise psychologist</p>
3. Understand approaches to research in exercise and health psychology.	<p>3.1 Describe the research methods used by exercise and health psychologists</p> <p>3.2 Identify variables studied by health and exercise psychologists</p> <p>3.3 Identify ethical considerations when conducting research</p>
Assessment	<p>Worksheet</p> <p>Assignment</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand public health and health promotion	1.1 Recognise the scope of health promotion 1.2 Identify the nature of Public Health activities 1.3 Define terminology used in public health reports, to include, for example: <ul style="list-style-type: none">• epidemiology• demography 1.4 Identify historical health challenges faced by public health and the effectiveness of specific promotions and campaigns to address and raise awareness of these challenges, to include, for example: <ul style="list-style-type: none">• smoking• alcohol• cardiovascular disease• breast cancer• prostate cancer• mental health• seat-belts• measles• tuberculosis• teenage pregnancy 1.5 Describe current and emerging health priorities and challenges at a local level. 1.6 Recognise how local health priorities compare with national and global priorities and challenges. 1.7 Identify changes to the healthcare system in the UK over the last two decades. 1.8 Describe the current structure of the healthcare system in the UK. To include the role of: <ul style="list-style-type: none">• Health and Well-being Boards (HWB)• Clinical Commissioning Groups (CCG)• Joint Strategic Needs Assessment report (JSNA) 1.9 Recognise ethical, political, societal, commercial and cultural issues that arise in public health and health promotion nationally and internationally, including those related to health inequalities

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p>1.10 Recognise the responsibilities of stakeholders in promoting social justice in Public Health and the distribution of healthcare services, to include:</p> <ul style="list-style-type: none"> • individual members of society • public Health Departments • NHS organisations and partners • private Healthcare providers • corporations in other sectors • regulators of other sectors
<p>2. Understand the role research plays in informing public health and health promotion</p>	<p>2.1 Describe research approaches used to inform public health and health promotion advice and policy, to include, for example:</p> <ul style="list-style-type: none"> • qualitative • quantitative • randomised controlled trials • systematic reviews <p>2.2 Describe the complexities of evidence-based practice, to include: advantages and limitations</p> <p>2.3 Describe how to analyse and evaluate public health information and policy</p> <p>2.4 Define reflective practice and critical evaluation</p> <p>2.5 Describe the role of reflective practice and critical evaluation in relation to research informing public health and health promotion</p> <p>2.6 Outline the factors that need to be considered when preparing to conduct a research project to explore a public health and health promotion issue</p>
<p>3. Understand the major determinants of health relevant to health promotion</p>	<p>3.1 Define the terms:</p> <ul style="list-style-type: none"> • health • health education • health promotion • empowerment • social justice • health inequality <p>3.2 Describe the major determinants of health and well-being, to include:</p> <ul style="list-style-type: none"> • social factors • psychological factors, e.g. perceptions, sick role • lifestyle behaviours <p>3.3 Describe healthy lifestyle behaviours and unhealthy lifestyle behaviours</p> <p>3.4 Describe how socio-economic factors and culture impact health and well-being</p> <p>3.5 Identify links between psychosocial factors and health in different populations</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>4. Understand multidisciplinary approaches to public health and health promotion</p>	<p>4.1 Describe different approaches to multidisciplinary working in public health and health promotion</p> <p>4.2 Give an example of multidisciplinary working in a specific community, for example:</p> <ul style="list-style-type: none"> • school • workplace • sports team • place of worship <p>4.3 Give examples of the roles of different professionals in a multi-disciplinary team</p> <p>4.4 Describe the advantages and disadvantages of multidisciplinary working for managing public health</p> <p>4.5 Outline the considerations for effective multidisciplinary working, to include, for example:</p> <ul style="list-style-type: none"> • the importance of specified roles and professional boundaries • leadership and management • communication strategies and processes <p>4.6 Explain the importance of health promotion strategies and interventions that address social and economic inequalities</p> <p>4.7 Explain the importance of health promotion strategies and interventions that are culturally sensitive and promote values of social justice</p> <p>4.8 Describe ways to promote public health and health promotion that address social and economic inequalities, that are culturally sensitive and which promote values of social justice</p> <p>4.9 Describe methods used for communicating health messages to the public, to include:</p> <ul style="list-style-type: none"> • healthcare professionals • mass media and social media • digital health tools
Assessment	Worksheet

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know different psychological theories and behaviour change approaches that can be used to support health and well-being	<p>1.1 Recognise psychological theories of behaviour change, to include:</p> <ul style="list-style-type: none">• transtheoretical model• person-centred (Carl Rogers)• self-determination theory• motivational interviewing (Rollnick and Miller)• cognitive behavioural therapy (Beck and Ellis)• biopsychosocial <p>1.2 Describe the key features of different approaches to facilitating behaviour change which support health and well-being, to include:</p> <ul style="list-style-type: none">• transtheoretical model (Prochaska and Diclemente) e.g. stage-matched approaches• person-centred (Carl Rogers) – empathy and congruence/genuineness (attitude more than skills)• motivational interviewing (Rollnick and Miller, MINT) e.g. Resisting the righting reflex, OARS (open questions, affirmations, reflective listening, summarising), recognising change and sustain talk, evocative questioning• cognitive behavioural therapy (Beck and Ellis) NATS (negative automatic thoughts), schema• biopsychosocial – Perception of pain, fear avoidance, social support/sabotage• facilitated self-help in groups

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Understand the role of the facilitator in supporting health and well-being</p>	<p>2.1 Describe the role of the facilitator in supporting lifestyle change(s) for health and well-being</p> <p>2.2 Recognise role boundaries and when to refer or signpost to other professionals e.g. smoking cessation, alcohol addiction counselling, dietitian, counsellor (general anxiety disorder, depression, depression)</p> <p>2.3 Explain the three stages of a behaviour change facilitation session, to include:</p> <ul style="list-style-type: none"> • opening • middle • ending/or closing <p>2.4 Explain the communication skills that can be used by a facilitator, to include:</p> <ul style="list-style-type: none"> • building rapport • listening • questioning • reflective statements • paraphrasing • summarising • use of silence <p>2.5 Identify the impact of diversity, difference and other factors that may influence the helping relationship, to include:</p> <ul style="list-style-type: none"> • power • rank • challenging situations • roles e.g. rescuer, persecutor, victim • game dynamics e.g. yes, but • health inequalities • socioeconomic factors <p>2.6 Recognise the purpose of maintaining relevant, accurate and up-to-date records, to include:</p> <ul style="list-style-type: none"> • consideration of legalities • recording and storage • transfer of information • reporting issues falling outside of specific role boundaries e.g. risk of harm <p>2.7 Explain the purpose of reflective practice for developing behaviour change facilitation skills</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Be able to demonstrate effective helping skills</p>	<p>3.1 Provide an effective opening phase in a helping session, to include:</p> <ul style="list-style-type: none"> • creating a suitable environment • identifying available help • confidentiality • boundaries • length and duration • signposting • determining and setting of expectations <p>3.2 Provide an effective main phase in a helping session, to include:</p> <ul style="list-style-type: none"> • recognising skills in action <p>3.3 Demonstrate effective consultation/helping skills, to include:</p> <ul style="list-style-type: none"> • building rapport • listening • questioning • reflective statements • paraphrasing • summarising • use of silence <p>3.4 Provide an effective closing phase to a helping session, to include:</p> <ul style="list-style-type: none"> • appropriate time • sensitivity to needs • signpost and/or link to future work

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to facilitate group discussions about a range of health behaviours	<p>4.1 Set expectations and boundaries for group discussions, to include:</p> <ul style="list-style-type: none"> • timekeeping • mobile phones • one voice at a time • confidentiality • listening to others • withholding judgement • respecting opinions different to one's own • keeping discussion relevant to the purpose of the session <p>4.2 Introduce discussion topics clearly and confidently to a group</p> <p>4.3 Present facts about health-related topics in an engaging manner using visual aids and other resources when appropriate</p> <p>4.4 Use tools that facilitate focused discussion, to include:</p> <ul style="list-style-type: none"> • idea generation using a flip chart • hypothetical scenarios or case studies • anonymised anecdotes or stories • images • movie clips • objects • demonstrations • group activities <p>4.5 Demonstrate effective consultation skills in a group context, to include:</p> <ul style="list-style-type: none"> • engagement • listening • questioning • reflective statements • paraphrasing • summarising • use of silence <p>4.6 Summarise and close discussions to reinforce key points pertaining to the session purpose without alienating any members of the group</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Be able to reflect on own practice	<p>5.1 Evaluate the effectiveness of each stage of the session</p> <p>5.2 Recognise different tools and techniques used through the session e.g. eliciting change talk, negative automatic thoughts (NATs), motivation, readiness</p> <p>5.3 Evaluate the effectiveness of own consultation/helping skills, to include:</p> <ul style="list-style-type: none"> • building rapport • listening • questioning • reflective statements • paraphrasing • summarising • use of silence <p>5.4 Evaluate the effect of the consultation/helping skills, on the rapport and relationship with the client</p> <p>5.5 Identify sources of information and training to develop own skills and knowledge</p>
Assessment	<p>Worksheet</p> <p>Summative observation</p> <p>Self-evaluation</p>

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