



Learner  
Achievement  
Portfolio

# Level 3 NVQ Diploma in Personal Training – Complete

Qualification  
Accreditation Number:  
**500/9305/8**  
Version AIQ006132

**Active iQ**

## Introduction

The Level 3 NVQ Diploma in Personal Training is aimed at exercise instructors who are capable of planning, delivering and evaluating physical activity programmes independently and without direct supervision. In planning the programmes, they will be drawing on a large body of knowledge and experience and will sometimes include input from other professionals.

The primary target group is exercise instructors whose primary purpose is to develop and implement exercise and physical activity programmes for apparently healthy adults of all ages. Typical settings will be public or private leisure centres, gyms/fitness centres, studio/sports hall, client's home or other enclosed space or outdoors.

GLH:	295	TQT:	480	Credit value:	48
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# Qualification Structure

## Level 3 Diploma in Personal Training

### NVQ Structure

Candidates must complete all nine mandatory units and may complete the additional unit if required.

#### Mandatory Units

1. Anatomy and physiology for exercise and health
2. Principles of exercise, fitness and health
3. Promote health, safety and welfare in active leisure and recreation
4. Motivate clients to maintain long term adherence to exercise and physical activity
5. Reflect on and develop own practice in providing exercise and physical activity
6. Evaluate exercise and physical activity programmes
7. Design, manage and adapt a personal training programme with clients
8. Deliver exercise and physical activity as part of a personal training programme
9. Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme

#### Additional Unit

10. Plan, market and sell services

# Personal details

## Learner details

First Name: ..... Surname: .....

Date of birth: ..... Place of work: .....

Home address: ..... Work address: .....

.....

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.....

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Telephone No: ..... Telephone No: .....

Mobile No: ..... Fax No: .....

Email: .....

## Work-based assessor details

First Name: ..... Surname: .....

Address: .....

.....

.....

.....

Telephone No: ..... Mobile No: .....

Email: .....

# Introduction

## Welcome to the Active IQ Level 3 NVQ Diploma in Personal Training

This document is designed to assist you in gathering evidence to prove your competence against the standards in each of the following units. Your work-based Assessor will provide you with guidance and support and help you decide on the best types of evidence to produce to prove competence.

### What are NVQs?

National Vocational Qualifications (NVQs) are work-related, competence-based qualifications. They reflect the skills and knowledge needed to do a job effectively, and show that you are competent in the area of work the NVQ framework represents.

NVQs are based on national occupational standards. These standards are statements of performance that describe what competent people in a particular occupation are expected to be able to do. They cover all the main aspects of an occupation, including current best practice, the ability to adapt to future requirements and the knowledge and understanding that underpin competent performance.

Within reason, NVQs do not have to be completed in a specified amount of time. They can be taken by full-time employees or by school and college Learners with a work placement or part-time job that enables them to develop the appropriate skills. There are no age limits and no special entry requirements.

While NVQs technically stipulate no time limit, within reason, it is worth bearing in mind that setting time targets and limits is usually an important part of achieving goals of any sort. It is not helpful to drift aimlessly towards qualification 'one day' or 'sometime in the future', which under such vague circumstances often never actually comes. The best idea is to set and agree clear achievable and staged time targets with your work-based Assessor who will assess and monitor your progress against those agreed targets.

### Who is Involved?

You will be assigned a work-based Assessor who will support, guide and assess you throughout this qualification. You will also have an assigned Internal Verifier who will check the work of your Assessor and ensure that the Assessor is working to the required standard. You may also meet the External Verifier. This person works for Active IQ and checks that the Assessor and the Internal Verifier are working to the correct standard and that you are being assessed fairly and reliably.

### How are NVQs Achieved?

NVQs are achieved through assessment and training. Assessment is normally through on-the-job observation and questioning. You will produce evidence to prove you have the competence to meet the NVQ standards. Assessors sign off units when they believe you are ready. The assessor tests your knowledge, understanding and work-based performance to make sure you can demonstrate competence in the workplace.

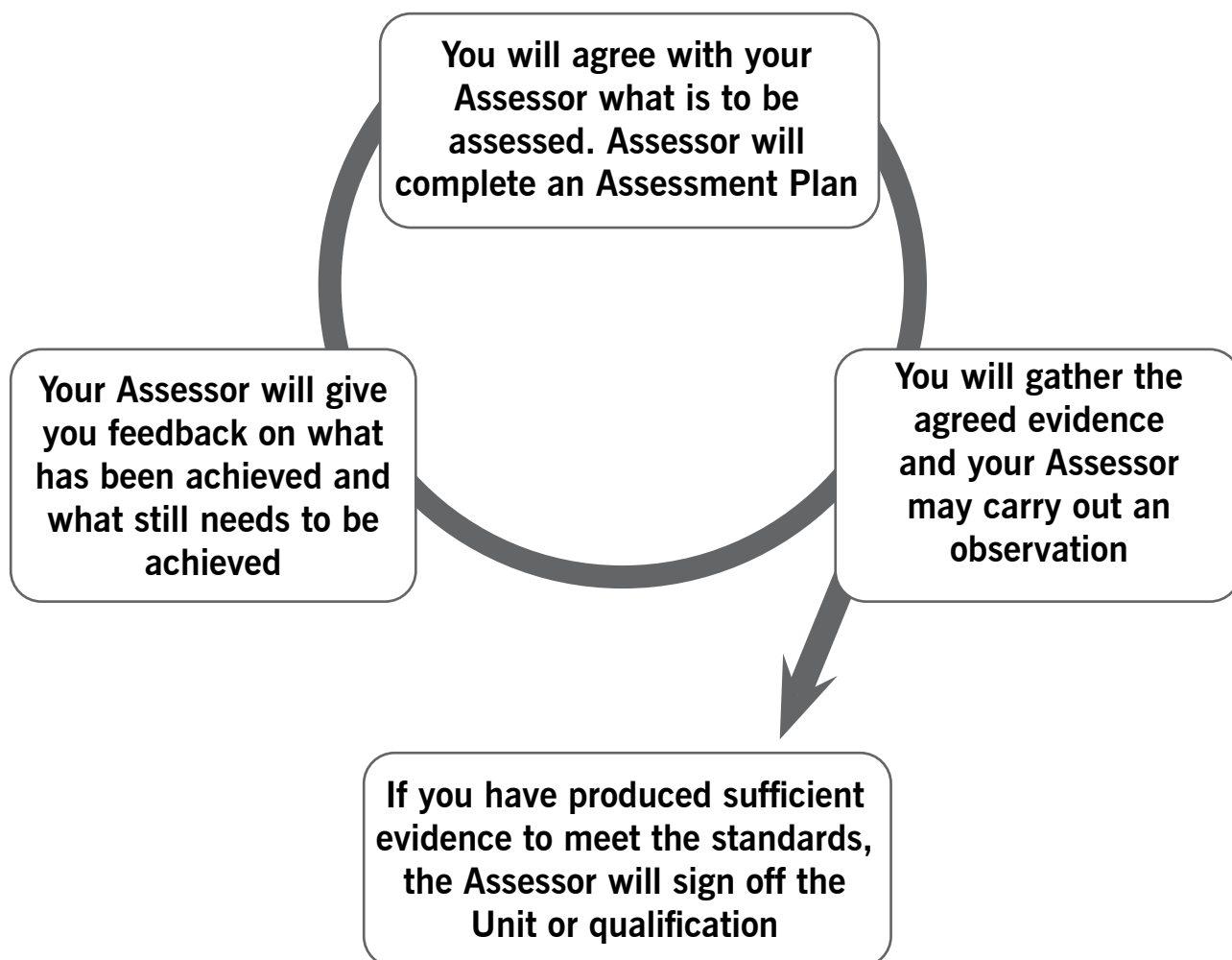
When you start the qualification, your work-based assessor will usually help you to:

- identify what you can do already
- agree on the standard and level you are aiming for
- analyse what you need to learn
- choose and agree on activities that allow you to learn what you need.

At this point, you might take a course if that seems the best way to learn what you need. Or, you might agree with your employer or supervisor to do slightly different work to gain the evidence of competence you need.

You will compare your performance with the standards as you learn. You look at what you have achieved, how much you still need to do and how you should go about it, until you are assessed as competent for a unit or a whole NVQ. The system is suited to those who already have skills and want to develop them.

Your Assessment should follow a cyclic process:



# Methods of Assessment

When planning assessments assessors should intend to use a range of methods appropriate to you and required by the awarding body. Within this section we will look at the various methods of assessment that can be used to assess you against the standards

Whatever type of assessment method is used, you should always ensure they are:

**Valid** - Is the evidence to be produced relevant to the qualification being assessed?

**Authentic** - Can the evidence be attributed to your own work?

**Reliable** – Does the evidence come from a reliable source?

**Sufficient** - Will the evidence to be produced be sufficient to cover fully each of the performance criteria?

## Direct Observation

Direct observation requires the assessor to watch you physically performing the performance criteria. This can be done by either natural performance of their job or through simulation.

The assessor will usually complete a report or an observation checklist, confirming how you have met the required performance criteria.

## Examination of Product

This method of assessment is used by an assessor to judge your ability in producing a piece of work.

Remember that copies of blank documents which you use in the workplace do not prove competence; the documents need to be copies of working documents that you have been involved in completing. If a document is too large to be placed in your portfolio, the assessor will write a written statement detailing the product, the performance criteria it covers, its location and how an internal or external verifier can access it.

## Questioning

The use of questions, either oral or written, is the main method for establishing whether you have the required knowledge and understanding required by the particular qualification. This is vital, as without knowing what exactly you are doing, why and what the possible alternatives are, there is little possibility that you will be able to transfer any skill from one situation to another.

All questions and responses should be recorded, signed and dated by yourself and your assessor.

## **Professional Discussion**

Professional discussion gives you an opportunity to talk through, demonstrate, show and clarify aspects of your work that still need evidencing and/or for which other types of assessment are less appropriate. The assessor will plan carefully for professional discussion in order to obtain the clarification needed. The plan needs to be agreed by you and should always be led by you.

Professional discussions must be recorded in some way. One method of recording is by audiotape, as this unobtrusive method gives proof of the discussion. The assessor may also choose to take photographic evidence to augment the taped conversations. It is not necessary to transcribe the conversation. If the camera can record date and time, this is often a more acceptable form of recording 'live' evidence than videotape, and sits well alongside an indexed audiotape. Video, ideally using a small digital recorder, can be used where it would cause no disruption to normal work activity and where you feel it would aid your demonstration of competence. The third method of recording, taking down the discussion verbatim, is the most difficult and least appropriate to do, as the assessor is less able to give you full attention, and the discussion can become stilted owing to the need to write everything down.

Dictaphone recording of a professional discussion should be accompanied with a written agenda listing the topics discussed and the start point on the tape indicated by tape counter number.

## **Witness Testimony**

If you think you are competent (i.e. have relevant qualifications or experience) in the work activities on which you are being assessed, you can provide a witness testimony to confirm that you can and have been working to the required standards. Witness testimony is a very useful method of assessment in this type of qualification where you have to prove competence over a period of time. The witness should write up their comments in a letter format or use a pre-designed form, the assessor will then make a decision whether to accept the evidence on face value.

## **Simulation**

Although in assessment the emphasis is usually placed on you carrying out real work activities. In some cases, it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame and therefore, simulation may be accepted.

Simulations will usually deal with contingencies such as unexpected problems, emergencies, or other incidents which will not necessarily occur frequently.



## **Video or DVD and Audio Evidence**

If you choose to use video or DVD evidence of you doing the job then your evidence should meet the following guidelines:

- The whole session should be filmed non-stop from start to finish.
- You should remain in camera at all times.
- The video or DVD should not be edited in any way.
- Photo-id should be sent with the video or DVD to prove authenticity (passport or driving licence).

If the filming contains children then parental consent should be given in writing prior to filming. The parental consent form should clearly state the purpose of the video or DVD and that it will be destroyed following assessment and verification.

## **Audio**

Dictaphone can be used to record professional discussions or question and answer sessions. This is particularly useful if you have dyslexia. The tape should be placed in your portfolio along with an agenda clearly detailing what is recorded on the tape and at what point (use the tape counter for reference).

## **Past Experiences and Achievements which Contribute to Assessment Process**

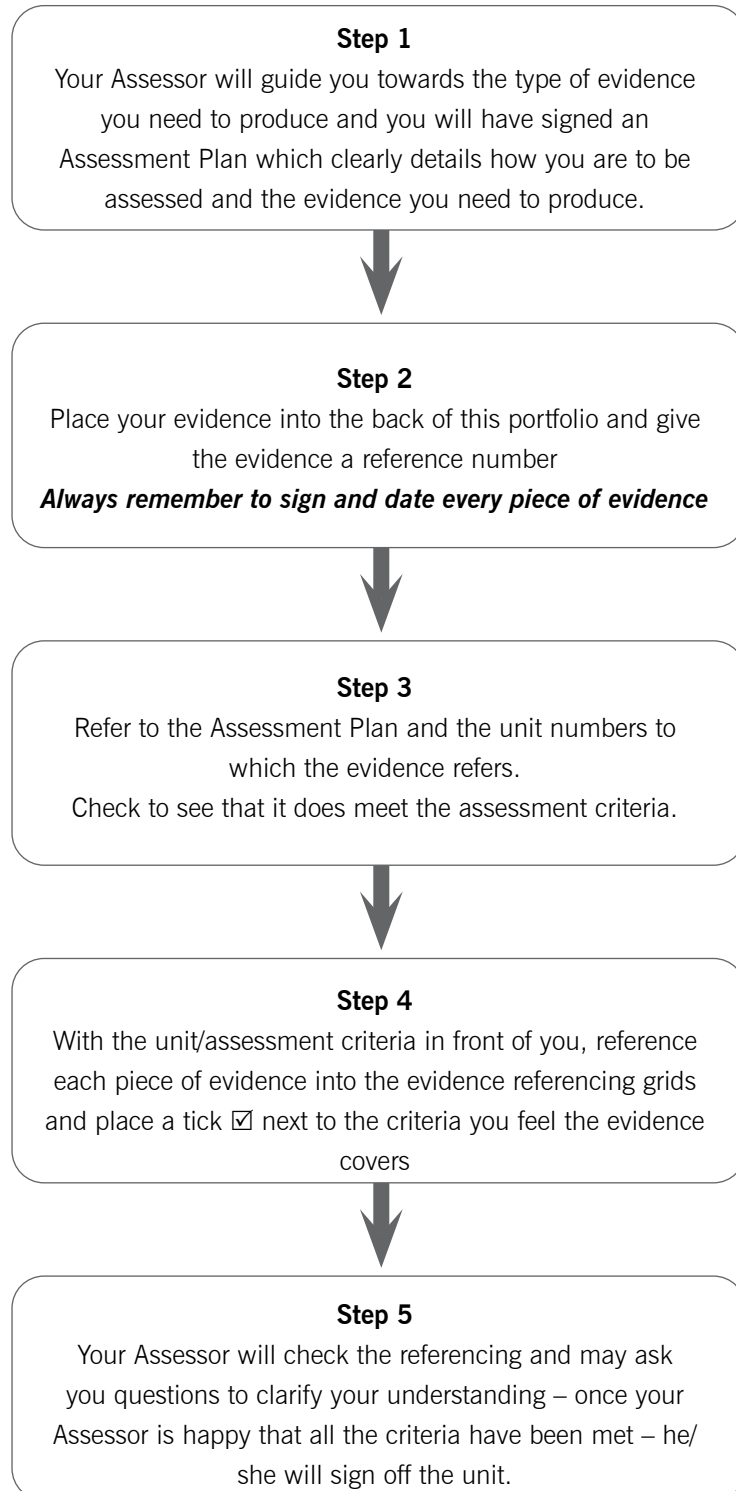
During the assessment planning process, the assessor will encourage you to consider any past experiences or achievements which will contribute to the assessment process.

This could include:

- prior learning which relates to part(s) of the course
- prior achievement of qualifications which match part(s) of the course
- prior experience which relates to part(s) of the course.

# Building your Portfolio

Follow this step by step process to building your portfolio of evidence. Your Assessor should guide you through the process to begin with until you feel confident at referencing your evidence into each unit.



## Witness/Assessor Status List

Please ensure anybody who has made an assessment decision or provided a witness testimony within your portfolio has completed the witness/ assessor list

Witness Name and address	Status of Witness (See key below)	Relationship to learner	Signature

### Witness Status Key:

1. Qualified Assessor, occupationally competent and familiar with standards
2. Qualified Assessor, not occupationally competent or familiar with standards
3. Occupationally competent, not an assessor (eg line manager)
4. Not occupationally competent, familiar with learner (eg customer)

# Record of Achievement

Unit Name	Date Completed	Assessor Signature	IV Signature (if sampled)	Date	EV Signature (if sampled)	Date
<b>Mandatory</b>						
Anatomy and physiology for exercise and health						
Principles of exercise, fitness and health						
Promote health, safety and welfare in active leisure and recreation						
Motivate clients to maintain long term adherence to exercise and physical activity						
Reflect on and develop own practice in providing exercise and physical activity						

Unit Name	Date Completed	Assessor Signature	IV Signature (if sampled)	Date	EV Signature (if sampled)	Date
Evaluate exercise and physical activity programmes						
Design, manage and adapt a personal training programme with clients						
Deliver exercise and physical activity as part of a personal training programme						
Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme						
<b>Additional</b>						
Plan, market and sell services						

## Assessment Documents

The following documents have been provided for the assessment of this qualification. Your Assessor may also have copies of the documents or similar types of documents which may also be used.

The documents included are:

<b>Assessment Plan</b>	Each planned assessment is recorded on one of these documents to remind you what types of evidence you are expected to produce, when and where the assessment is due to take place and if there are any others involved in the assessment process.
<b>Review and Action Plan</b>	Following the planned assessment, your Assessor will review your progress towards the qualification as a whole and will agree an action plan for your continued development towards achieving the full award.
<b>Assessor Report</b>	Your assessor will complete an assessor report during observed assessments.
<b>Assessor Question Sheet</b>	Following assessment, your assessor may need to question you to check your underpinning knowledge – all questions and your responses should be recorded. Following questioning, your assessor will give you feedback on your performance, this should also be recorded.

# Assessment Plan

Learner Name			Location
Assessor Name			
Date and Time of Planned Assessment	<p>Key for Assessment Methods</p> <p><b>OQ</b> - Oral Questioning, <b>O</b> – Observation, <b>WT</b> - Witness Testimony, <b>S</b> - Simulation,  <b>PD</b> - Professional Discussion, <b>WQ</b> – Written Questions, <b>A</b> - Assignment/Project, <b>WP</b> - Work Project  <b>CS</b> - Case Study, <b>RA</b> – Reflective Account</p>		
Brief description of what is to be assessed	Assessment Methods	Assessment Criteria Covered	
Any others who need to be involved in or informed of this assessment (give details)			

Learner's signature:

Assessor's Signature:

Date:

# Review and Action Plan

Learner Name	
Assessor Name	
Date of Actual Assessment	Time: Location:
Feedback on Progress Against the Planned Assessment	
Action Plan to Achieve Outstanding Assessment Criteria	

Learner's signature:

Assessor's Signature:

Date:



# Assessor Report

Learner Name		
Assessor Name		
Date of Actual Assessment	Time:	Location:

What was Assessed	Assessment Criteria Covered

Learner’s signature:

Date:

Assessor’s signature:

Date:

# Assessor Question Sheet

Learner Name		
Assessor Name		
Date of Actual Assessment	Time:	Location:

Questions Asked	Assessment Criteria Covered

Learner's signature:

Date:

Assessor's signature:

Date:

# Master Evidence Index

Evidence Number	Description
1.	
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## Mandatory Units

<b>Title:</b>	Anatomy and physiology for exercise and health			
<b>Level:</b>	3			
<b>Credit value:</b>	6			
<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Initial</b>	<b>Evidence</b>	<b>Reference Number/s</b>
<b>The learner will:</b>	<b>The learner can:</b>	✓		
1. Understand the heart and circulatory system and its relation to exercise and health	<p>1.1 Explain the function of the heart valves</p> <p>1.2 Describe coronary circulation</p> <p>1.3 Explain the effect of disease processes on the structure and function of blood vessels</p> <p>1.4 Explain the short and long term effects of exercise on blood pressure, including the valsalva effect</p> <p>1.5 Explain the cardiovascular benefits and risks of endurance/aerobic training</p> <p>1.6 Define blood pressure classifications and associated health risks</p>			
2. Understand the musculoskeletal system and its relation to exercise	<p>2.1 Explain the cellular structure of muscle fibres</p> <p>2.2 Describe the sliding filament theory</p> <p>2.3 Explain the effects of different types of exercises on muscle fibre type</p> <p>2.4 Identify and locate the muscle attachment sites for the major muscles of the body</p> <p>2.5 Name, locate and explain the function of skeletal muscle involved in physical activity</p> <p>2.6 Identify the anatomical axis and planes with regard to joint actions and different exercises</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	The learner can:			
3. Understand postural and core stability	2.7 Explain the joint actions brought about by specific muscle group contractions			
	2.8 Describe joints/joint structure with regard to range of motion/movement and injury risk			
	2.9 Describe joint movement potential and joint actions			
	2.10 Describe the structure of the pelvic girdle and associated muscles and ligaments			
	3.1 Describe the structure and function of the stabilising ligaments and muscles of the spine			
	3.2 Describe local muscle changes that can take place due to insufficient stabilisation			
	3.3 Explain the potential effects of abdominal adiposity and poor posture on movement efficiency			
	3.4 Explain the potential problems that can occur as a result of postural deviations			
	3.5 Explain the impact of core stabilisation exercise and the potential for injury/aggravation of problems			
	3.6 Explain the benefits, risks and applications of the following types of stretching:			
4. Understand the nervous system and its relation to exercise	<ul style="list-style-type: none"> <li>• static (passive and active)</li> <li>• dynamic</li> <li>• proprioceptive Neuromuscular Facilitation</li> </ul>			
	4.1 Describe the specific roles of:			
	<ul style="list-style-type: none"> <li>• the central nervous system (CNS)</li> </ul>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>5. Understand the endocrine system and its relation to exercise and health</p>	<p>The learner can:</p> <ul style="list-style-type: none"> <li>• The Peripheral Nervous System (PNS) including somatic and autonomic systems</li> <li>4.2 Describe nervous control and transmission of a nervous impulse</li> <li>4.3 Describe the structure and function of a neuron</li> <li>4.4 Explain the role of a motor unit</li> <li>4.5 Explain the process of motor unit recruitment and the significance of a motor unit's size and number of muscle fibres</li> <li>4.6 Explain the function of muscle proprioceptors and the stretch reflex</li> <li>4.7 Explain reciprocal inhibition and its relevance to exercise</li> <li>4.8 Explain the neuromuscular adaptations associated with exercise/training</li> <li>4.9 Explain the benefits of improved neuromuscular coordination/efficiency to exercise performance</li> <li>5.1 Describe the functions of the endocrine system</li> <li>5.2 Identify the major glands in the endocrine system</li> <li>5.3 Explain the function of hormones including: <ul style="list-style-type: none"> <li>• growth hormone</li> <li>• thyroid hormones</li> <li>• corticosteroids</li> </ul> </li> </ul>	<p>✓</p>		

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<ul style="list-style-type: none"> <li>• catecholamines</li> <li>• insulin</li> <li>• glucagon</li> </ul>			
6. Understand energy systems and their relation to exercise	<p>6.1 Identify the contribution of energy according to:</p> <ul style="list-style-type: none"> <li>• duration of exercise/activity being performed</li> <li>• type of exercise/activity being performed</li> <li>• intensity of exercise/activity being performed</li> </ul> <p>6.2 Identify the by-products of the three energy systems and their significance in muscle fatigue</p> <p>6.3 Describe the effect of endurance training/advanced training methods on the use of fuel for exercise</p>			

## Anatomy Knowledge - Bones and Joints

Bones	Joints	Major Muscles
<p><b>Axial Skeleton</b></p> <ul style="list-style-type: none"> <li>• Cranium</li> <li>• Cervical Vertebrae</li> <li>• Thoracic Vertebrae</li> <li>• Lumbar Vertebrae</li> <li>• Sacral Vertebrae</li> <li>• Sternum</li> <li>• Ribs</li> <li>• Coccyx</li> </ul> <p><b>Appendicular Skeleton</b></p> <ul style="list-style-type: none"> <li>• Scapula</li> <li>• Clavicle</li> <li>• Humerus</li> <li>• Ulna</li> <li>• Radius</li> <li>• Carpals</li> <li>• Metacarpals</li> <li>• Phalanges</li> <li>• Ilium</li> <li>• Ischium</li> <li>• Pubis</li> <li>• Femur</li> <li>• Patella</li> <li>• Tibia</li> <li>• Fibula</li> <li>• Tarsals</li> <li>• Metatarsals</li> </ul>	<p>Immovable</p> <p>Slightly Movable</p> <p>Freely movable / Synovial</p> <ul style="list-style-type: none"> <li>• Gliding</li> <li>• Pivot</li> <li>• Ball and Socket</li> <li>• Hinge</li> </ul>	<ul style="list-style-type: none"> <li>• Pectoralis Major</li> <li>• Deltoids</li> <li>• Biceps</li> <li>• Rectus Abdominis</li> <li>• Obliques</li> <li>• Tranversus Abdominis</li> <li>• Trapezius</li> <li>• Rhomboids</li> <li>• Triceps</li> <li>• Latissimus Dorsi</li> <li>• Erector Spinae</li> <li>• Hip Flexors</li> <li>• Quadriceps</li> <li>• Adductors</li> <li>• Anterior Tibialis</li> <li>• Gluteals</li> <li>• Abductors</li> <li>• Hamstrings</li> <li>• Gastrocnemius</li> <li>• Soleus</li> <li>• Diaphragm</li> <li>• Intercostals</li> </ul>



**Assessor feedback**


Below detail why, as the assessor you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Principles of exercise, fitness and health			
<b>Level:</b>	2			
<b>Credit value:</b>	4			
<b>Learning outcomes</b>	<b>Assessment criteria</b>		<b>Initial</b>	<b>Evidence Reference Number/s</b>
<b>The learner will:</b>	<b>The learner can:</b>			
1. Understand the effects of exercise on the body	1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training			
	1.2 Identify the short and long term effects of exercise on blood pressure			
	1.3 Describe the “blood pooling” effect following exercise			
	1.4 Describe the effects of exercise on bones and joints including the significance of weight-bearing exercise			
	1.5 Describe delayed onset of muscle soreness (DOMS)			
	1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness			
	1.7 Describe the short and long term effects of different types of exercise on muscle			
	1.8 Describe different exercises that can improve posture			
2. Understand the components of fitness	2.1 Define the components of health-related fitness			
	2.2 Define the components of skill-related fitness			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Understand how to apply the principles and variables of fitness to an exercise programme</p>	<p>The learner can:</p> <p>3.1 Describe the physiological implications of:</p> <ul style="list-style-type: none"> <li>• specificity</li> <li>• progressive overload</li> <li>• reversibility</li> <li>• adaptability</li> <li>• individuality</li> <li>• recovery time</li> </ul> <p>3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type)</p> <p>3.3 Explain the principles of a progressive training programme in developing components of fitness</p> <p>3.4 Explain how to recognise when and how to regress a training programme</p> <p>3.5 Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type)</p> <p>3.6 Describe the effect of speed on posture, alignment and intensity</p> <p>3.7 Describe the effect of levers, gravity and resistance on exercise</p> <p>3.8 Describe the differences between programming exercise for physical fitness and for health benefits</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>4. Understand the exercise contraindications and key safety guidelines for special populations</p>	<p>The learner can:</p> <p>4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus)</p> <p>4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients</p> <p>4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16)</p> <p>4.4 Describe the key safety considerations for working with disabled people</p>			
<p>5. Understand how to safely monitor exercise intensity</p>	<p>5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including:</p> <ul style="list-style-type: none"> <li>• the talk test</li> <li>• Rate of Perceived Exertion (RPE)</li> <li>• heart rate monitoring and the use of different heart rate zones</li> </ul>			
<p>6. Understand the health benefits of physical activity</p>	<p>6.1 Describe the health benefits of physical activity</p> <p>6.1 Describe the effect of physical activity on the causes of certain diseases including:</p> <ul style="list-style-type: none"> <li>• Coronary Heart Disease</li> <li>• Some cancers</li> <li>• Type 2 Diabetes</li> <li>• Hypertension</li> <li>• Obesity</li> <li>• Osteoporosis</li> </ul>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>7. Understand the importance of healthy eating</p>	<p>The learner can:</p> <p>7.1 Describe the national food model/guide</p> <p>7.2 Describe key healthy eating advice that underpins a healthy diet</p> <p>7.3 Explain the importance of adequate hydration</p> <p>7.4 Explain professional role boundaries in relation to offering nutritional advice</p> <p>7.5 Explain the dietary role of the key nutrients</p> <p>7.6 Identify the common dietary sources of the key nutrients</p> <p>7.7 Describe the energy balance equation</p> <p>7.8 Explain the health risks of poor nutrition</p>			

**Assessor feedback**

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

Title:		Promote health, safety and welfare in active leisure and recreation		
Level:		2		
Credit value:		4		
Learning outcomes		Assessment criteria		
The learner will:		The learner can:		
1. Know how to promote health, safety and welfare in active leisure and recreation		✓		
This learning outcome can be assessed by:				
<ul style="list-style-type: none"> <li>professional discussion</li> <li>oral questions and answers</li> <li>questions requiring written answers</li> </ul>				
2. Know how to control risks in active leisure and recreation				
This learning outcome can be assessed by:				
<ul style="list-style-type: none"> <li>professional discussion</li> <li>oral questions and answers</li> <li>questions requiring written answers</li> </ul>				

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>2.7 Describe how to deal correctly with the types of hazards that may occur in own workplace, taking account of risks</p> <p>2.8 Identify documents relating to health and safety which may have to be completed</p> <p>2.9 Outline how to complete health and safety documents correctly</p> <p>2.10 Outline why colleagues and customers should be encouraged to behave in a safe manner</p> <p>2.11 Describe how to encourage colleagues and customers to behave in a safe manner</p> <p>2.12 Outline why it is important to make suggestions about health and safety issues</p> <p>2.13 Describe how to make suggestions about health and safety issues</p> <p>2.14 Outline why it is important to identify and report any differences between health and safety requirements and own workplace policies and procedures</p> <p>2.15 Describe how to identify and report any differences between health and safety requirements and own workplace policies and procedure</p> <p>3.1 Ensure that relevant and up-to-date, health and safety information is available</p> <p>3.2 Follow the relevant health and safety requirements at all times</p> <p>3.3 Carry out health and safety checks as required</p>	<p>✓</p>		
<p>3. Be able to help to control risks in the active leisure and recreation environment</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is promoting health, safety and welfare in active leisure and recreation</p>				



Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>When helping to control risks in the sport and activity environment, the learner must cover <b>4</b> of the following types:</p> <p><b>a hazards</b></p> <ol style="list-style-type: none"> <li>1 unsafe facilities or environment</li> <li>2 unsafe equipment</li> <li>3 unsafe working practices</li> <li>4 unsafe behaviour</li> <li>5 use of hazardous substances</li> <li>6 security breaches</li> <li>7 situations likely to cause emotional distress</li> </ol> <p>with <b>3</b> of the following types:</p> <p><b>b methods of control</b></p> <ol style="list-style-type: none"> <li>1 dealing with the hazard personally</li> <li>2 reporting the hazard to the relevant colleague</li> <li>3 protecting others from harm</li> </ol>	<p>The learner can:</p> <p>3.4 Identify hazards</p> <ol style="list-style-type: none"> <li>1 unsafe facilities or environment</li> <li>2 unsafe equipment</li> <li>3 unsafe working practices</li> <li>4 unsafe behaviour</li> <li>5 use of hazardous substances</li> <li>6 security breaches</li> <li>7 situations likely to cause emotional distress</li> </ol> <p>3.5 Assess and control risks using organisational procedures</p> <ol style="list-style-type: none"> <li>1 dealing with the hazard personally</li> <li>2 reporting the hazard to the relevant colleague</li> <li>3 protecting others from harm</li> </ol> <p>3.6 Get advice from relevant colleagues when unsure about hazards and risks</p> <p>3.7 Pass on suggestions for improving health and safety to the relevant colleague</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>4. Know how to help safeguard and protect children and vulnerable adults</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>4.1 Describe what is meant by safeguarding and protecting the welfare of children and vulnerable adults</p> <p>4.2 Describe own role and responsibilities for safeguarding and protecting children and other vulnerable people</p> <p>4.3 List the four types of abuse</p> <p>4.4 Outline the basic indicators and impact of each of the four types of abuse</p> <p>4.5 Describe the risks that individual abusers or potential abusers pose to children and vulnerable people</p> <p>4.6 Describe organisational policies and procedures in relation to safeguarding and protecting, including the reporting procedures</p> <p>4.7 Outline what to do if concerned about possible abuse</p> <p>4.8 Describe how to respond to a child or someone else disclosing abuse or concerns about abuse</p> <p>4.9 Outline what to do if there are barriers to reporting own concerns</p> <p>4.10 Identify statutory agencies with responsibilities for safeguarding and protecting</p> <p>4.11 Outline when to contact statutory agencies with responsibilities for safeguarding and protecting</p> <p>4.12 Outline how to contact statutory agencies with responsibilities for safeguarding and protecting</p> <p>4.13 Describe why it is important to share concerns about possible abuse with others</p> <p>4.14 Describe the limits of own competence with regard to safeguarding and protecting</p> <p>4.15 Outline why it is important to treat information about possible abuse confidentially</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>5. Be able to help safeguard and protect children and vulnerable adults</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is promoting health, safety and welfare in active leisure and recreation</p> <p>When helping to safeguard and protect children and vulnerable adults, the learner must cover <b>2</b> of the following types:</p> <p><b>a abuse (including bullying)</b></p> <ol style="list-style-type: none"> <li>1 physical</li> <li>2 emotional</li> <li>3 neglect</li> <li>4 sexual</li> </ol>	<p>The learner can:</p> <p>5.1 Ensure that up-to-date information on guidelines for safeguarding and protecting children and vulnerable adults is available</p> <p>5.2 Identify what the policies and procedures mean for own job and area of work</p> <p>5.3 Follow the relevant procedures for:</p> <ul style="list-style-type: none"> <li>• Safeguarding and protecting children and vulnerable adults at all times</li> <li>• Protecting self from potential accusations</li> </ul> <p>5.4 Be alert to possible signs of abuse</p> <ol style="list-style-type: none"> <li>1 physical</li> <li>2 emotional</li> <li>3 neglect</li> <li>4 sexual</li> </ol> <p>5.5 Identify, record and report any concerns about the welfare of children and vulnerable adults, while maintaining confidentiality</p>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Know how to deal with injuries and signs of illness</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>6.1 List the types of accidents, injuries and illnesses that may occur in own area of work</p> <p>6.2 Outline how to respond correctly to emotional distress</p> <p>6.3 Outline how to deal with accidents, injuries and illnesses before qualified assistance arrives</p> <p>6.4 Describe how to decide whether to contact the on-site first aider or immediately call the emergency services</p> <p>6.5 Identify who is the on-site first aider and how to contact them</p> <p>6.6 Describe the procedures to contact the emergency services</p> <p>6.7 Outline why it is important to protect the casualty and others involved from further harm</p> <p>6.8 Outline the procedures to protect the casualty and others</p> <p>6.9 Outline why it is important to provide comfort and reassurance</p> <p>6.11 Outline own responsibilities for reporting accidents</p> <p>6.12 Outline the procedures for reporting accidents</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p><b>The learner will:</b></p> <p>7. Be able to deal with injuries and signs of illness</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is promoting health, safety and welfare in active leisure and recreation</p> <p>When dealing with injuries and signs of illness, the learner must cover <b>2</b> of the following types;</p> <p><b>a casualty</b></p> <ol style="list-style-type: none"> <li>1 adult</li> <li>2 child</li> <li>3 person with particular needs</li> </ol> <p>with <b>2</b> of the following types:</p> <p><b>b qualified assistance</b></p> <ol style="list-style-type: none"> <li>1 qualified first aider</li> <li>2 emergency services</li> </ol> <p>with <b>2</b> of the following types:</p> <p><b>c condition</b></p> <ol style="list-style-type: none"> <li>1 minor injury that can be dealt with on-site</li> <li>2 minor illness that can be dealt with on-site</li> <li>3 major injury requiring medical attention</li> <li>4 major illness requiring medical attention</li> <li>5 emotional distress</li> </ol>	<p><b>The learner can:</b></p> <p>7.1 Remain calm and follow organisational procedures</p> <p>7.2 Protect the casualty and other people from further risk</p> <ol style="list-style-type: none"> <li>1 adult</li> <li>2 child</li> <li>3 person with particular needs</li> </ol> <p>7.3 Call for qualified assistance appropriate to the casualty's condition</p> <p><b>qualified assistance</b></p> <ol style="list-style-type: none"> <li>1 qualified first aider</li> <li>2 emergency services</li> </ol> <p><b>casualty</b></p> <ol style="list-style-type: none"> <li>1 adult</li> <li>2 child</li> <li>3 person with particular needs</li> </ol>	<p>✓</p>		

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<b>condition</b> 1 minor injury that can be dealt with on-site 2 minor illness that can be dealt with on-site 3 major injury requiring medical attention 4 major illness requiring medical attention 5 emotional distress 7.4 Provide reassurance and comfort to the people involved 7.5 Give the qualified assistance clear and accurate information about what happened 1 qualified first aider 2 emergency services 7.6 Follow the relevant accident reporting procedures			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>8. Know how to follow emergency procedures</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>8.1 Describe the emergency procedures in own place of work</p> <p>8.2 Outline what instructions must be given to the people involved</p> <p>8.3 Outline organisational reporting procedures for emergencies</p> <p>8.4 Describe the types of problems that may occur when carrying out emergency procedures</p> <p>8.5 Describe why problems that occur when carrying out emergency procedures should be reported</p> <p>8.6 Identify to whom you report problems</p>			
<p>9. Be able to follow emergency procedures</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is promoting health, safety and welfare in active leisure and recreation</p> <p>When following emergency procedures, the learner must cover 2 of the following types:</p> <p><b>a people involved</b></p> <ol style="list-style-type: none"> <li>1 adults</li> <li>2 children</li> <li>3 people with disabilities</li> </ol>	<p>9.1 Give the people involved clear and correct instructions</p> <p>9.2 Carry out own role in the emergency procedures calmly and correctly</p> <p>9.3 Maintain the safety of the people involved</p> <p>1 adults</p> <p>2 children</p> <p>3 people with disabilities</p> <p>9.4 Follow the correct procedures for reporting the emergency</p> <p>9.5 Report any problems with the emergency procedures to the relevant colleague</p>			

<p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.</p>
<p><b>Simulation</b></p> <p>Simulation is allowed for 5.5 and the whole of learning outcomes 7 and 9 only, if there is no naturally occurring evidence available.</p>
<p><b>Use of supplementary evidence</b></p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>



**Assessor feedback**

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

Title:		Motivate clients to maintain long term adherence to exercise and physical activity		
Level:		3		
Credit value:		4		
Learning outcomes		Assessment criteria		
The learner will:		The learner can:		
1. Understand how to establish and maintain an effective relationship with clients		1.1 Explain how to present a positive image of self and organisation	✓	
This learning outcome can be assessed by:		1.2 Explain why the relationship between the instructor and client is important		
• professional discussion		1.3 Describe the type of instructor/client relationship which will assist client progress and adherence to physical activity		
• oral questions and answers		1.4 Describe the types of personal qualities that instructor's need to develop in order to help and support clients		
• questions requiring written answers		1.5 Explain why clients need to understand the instructor's role and responsibilities and the roles and responsibilities of other professionals who may be involved		
		1.6 Explain the extent and limitations of own role and responsibility when working with clients		
		1.7 Describe how to select and use a range of communication strategies to communicate with different clients		
		1.8 Explain how to adapt the relationship with the client to take account of changing needs and circumstances		
		1.9 Explain what is meant by a 'professional relationship' between instructor and client		
		1.10 Explain what is meant by 'valuing diversity' in a practical context when working with clients		
		1.11 Describe the types of prejudice and discrimination that individual clients might experience and how to overcome these		
		1.12 Explain what is meant by 'confidentiality' and why it is important when working with clients, other staff and professionals		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>2. Be able to establish and maintain an effective relationship with <b>clients</b></p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is motivating <b>clients</b> to maintain long term adherence to exercise and physical activity.</p> <p>When establishing and maintaining an effective relationship with <b>clients</b> the learner must cover <b>4</b> of the following types:</p> <p><b>a clients</b></p> <p>1 individuals 2 groups 3 with specific fitness needs 4 with general health needs</p>	<p>The learner can:</p> <p>1.13 Outline the types of information that may be subject to data protection/confidentiality</p> <p>1.14 Explain how to maintain client confidentiality in line with good practice</p> <p>1.15 Explain how abiding by the Exercise and Fitness Code of Ethical Practice acts to ensure that equality and diversity are reflected during the exercise session</p> <p>1.16 Identify the difference between advising on exercise participation and everyday lifestyle physical activity</p> <p>1.17 Explain how to manage conflict and disagreements with colleagues</p> <p>1.18 Outline procedures to follow in the event of client complaints</p> <p>2.1 Present a positive image of self and organisation to <b>clients</b></p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	<p>The learner can:</p> <p>2.2 Develop an effective working relationship with <b>clients</b></p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>2.3 Clearly define own role and responsibilities to clients and the roles and responsibilities of other professionals who may be involved</p> <p>2.4 Communicate clearly with <b>clients</b> in a way that makes them feel valued</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>2.5 Use instructing styles that match <b>clients'</b> needs</p> <p>1 individuals</p> <p>2 groups</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	<p>The learner can:</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>2.6 Adapt the relationship with <b>clients</b> to meet their changing needs</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>2.7 Ensure the relationship with <b>clients</b> follows good practice and ethical requirements</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>2.8 Show that diversity and equal opportunities are valued for all clients</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Understand how to work with clients to develop and maintain adherence strategies</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>2.9 Maintain confidentiality requirements</p> <p>2.10 Handle any disagreements and complaints promptly, positively and according to organisational procedures</p> <p>3.1 Explain why it is important to develop a relationship with the client based on mutual trust and openness</p> <p>3.2 Explain why it is important for the client to take responsibility for their own fitness and behaviour change</p> <p>3.3 Analyse behavioural psychology and different approaches to behaviour change</p> <p>3.4 Assess different strategies to enable clients to change their behaviour and achieve their goals</p> <p>3.5 Describe the typical goals and expectations that clients have</p> <p>3.6 Describe the types of barriers individual clients may face when undertaking physical activity and achieving their goals</p> <p>3.7 Explain how clients can be helped to overcome these barriers</p> <p>3.8 Describe the types of incentives and rewards that may be appropriate to a range of different clients</p> <p>3.9 Explain the possible reasons for the types of exercise preferences that different clients may have</p> <p>3.10 Explain how to assist clients to develop their own adherence strategies</p> <p>3.11 Explain how to monitor and adapt a client's adherence strategy</p> <p>3.12 Describe the communication skills needed to assist clients with motivation including:</p> <ul style="list-style-type: none"> <li>• how to ask open ended questions</li> </ul>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <ul style="list-style-type: none"> <li>• active listening skills</li> <li>• methods of gathering personal information</li> <li>• appropriate questioning techniques</li> <li>• interpreting client responses including body language and other forms of behaviour especially when undertaking physical activity</li> <li>• means of summarising gathered information</li> </ul>			
<p>4. Be able to work with clients to develop and maintain adherence strategies.</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is motivating clients to maintain long term adherence to exercise and physical activity.</p> <p>When working with clients to develop and maintain adherence strategies the learner must cover <b>4</b> of the following types:</p> <p><b>a clients</b></p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol>	<p>4.1 Work with <b>clients</b> to encourage mutual trust, openness and a willingness to take responsibility for their own fitness and behaviour change</p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol> <p>4.2 Identify the <b>clients'</b> goals for taking part in regular physical activity and readiness to change behaviour</p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	<p>The learner can:</p> <p>4.3 Analyse the <b>clients'</b> lifestyle and identify opportunities for exercise and physical activity and potential barriers</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>4.4 Identify the <b>clients'</b> preferences for exercise</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>4.5 Identify appropriate incentives and rewards for the <b>clients</b> taking part in physical activity</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p>			



Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<p>4.6 Work with the <b>clients</b> to develop a long term strategy to adhere to exercise and physical activity, building on opportunities, preferences and incentives, and minimising barriers</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>4.7 Monitor the <b>clients'</b> adherence to exercise and physical activity</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>4.8 Provide support to the <b>clients'</b> adherence strategy to achieve long-term behaviour change in line with their goals</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>4.9 Work with the <b>clients</b> to adapt and refine their adherence strategy</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>5. Understand how to provide ongoing customer service to clients</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>5.1 Explain the importance of client care both to the client and the organisation</p> <p>5.2 Explain why it is important to deal effectively with client/individual needs</p> <p>5.3 Outline the types of information which clients usually need</p> <p>5.4 Outline how to respond to requests according to the organisation's procedures</p> <p>5.5 Identify where to source relevant information to meet client needs</p> <p>5.6 Explain what types of issues may need to be referred to another professional, when to refer them and who this professional may be in different situations</p> <p>5.7 Explain the importance of dealing with any delay with clients and describe how to do so effectively</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Be able to provide ongoing customer service to clients</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is motivating clients to maintain long term adherence to exercise and physical activity.</p> <p>When providing ongoing customer service to clients the learner must cover <b>4</b> of the following types:</p> <p><b>a clients</b></p> <ul style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ul>	<p>The learner can:</p> <p>6.1 Engage with <b>clients</b> during exercise</p> <ul style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ul> <p>6.2 Respond positively to <b>clients</b></p> <ul style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ul>	✓		

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<p>6.3 Gather as much information as possible about <b>clients'</b> needs and expectations</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>6.4 Listen to and ask the <b>clients</b> questions to check own understanding</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>6.5 Discuss with the <b>clients</b> different ways of meeting their needs and expectations</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	<p>The learner can:</p> <p>6.6 Always try to meet <b>clients'</b> needs and expectations to the best of own ability and in line with accepted good practice</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>6.7 If <b>clients'</b> needs and expectations are beyond own level of competence, consult another professional</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>6.8 Provide the <b>clients</b> with clear information and advice when they need it</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>6.9 Find out how well identified solutions work and provide alternative guidance if necessary</p> <p>6.10 Handle <b>client</b> complaints positively and following agreed procedures</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p>			
<p><b>Evidence of real work activity</b></p>				
<p>There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.</p>				
<p><b>Simulation</b></p>				
<p>Simulation is allowed for 3.10, 6.7 and 6.10.</p>				
<p><b>Use of supplementary evidence</b></p>				
<p>Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.</p>				

**Assessor feedback**

Below detail why, as the assessor you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:



Title: Reflect on and develop own practice in providing exercise and physical activity					
Level: 2					
Credit value: 4					
Learning outcomes		Assessment criteria			
The learner will:		The learner can:			
<p>1. Understand how to reflect on and develop own practice in providing exercise and physical activity</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>2. Understand how to reflect on own professional practice</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>1.1 List the values or codes of practice relevant to the work being carried out and describe their importance</p>	<p>✓</p>	<p>Initial</p>	<p>Evidence Reference Number/s</p>
		1.2 Describe the role of the fitness professional in the industry			
		1.3 Outline the importance of reflection and continuing professional development in helping clients to develop fitness and motivation			
		1.4 Outline the structure of the industry			
		1.5 Identify industry organisations and describe their relevance to the fitness professional			
		1.6 Outline appropriate registration systems and continuing professional development requirements			
		1.7 Describe employment opportunities in different sectors of the industry			
		2.1 Describe aspects of professional practice that should be reflected on			
		2.2 Outline the information that should be used to reflect on own professional practice			
		2.3 Describe different methods of collecting information and how to interpret it			
2.4 Describe how to reflect on own professional practice					
2.5 Identify key lessons and how to make use of these in future professional practice					

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p>	<p>The learner can:</p>			
<p>3. Be able to reflect on own professional practice</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is reflecting on and developing own practice in providing exercise and physical activity.</p> <p>When reflecting on own professional practice the learner must cover <b>1</b> of the following types:</p> <p><b>a clients</b></p> <p>1 individuals 2 groups</p>	<p>2.6 Outline the importance of discussing ideas with another professional</p> <p>3.1 Review the outcomes of working with clients, their feedback and feedback from other staff</p> <p>1 individuals 2 groups</p> <p>3.2 Identify:</p> <ul style="list-style-type: none"> <li>• how effective physical activities were</li> <li>• how effective and motivational the relationship with the client was</li> </ul> <p>1 individuals 2 groups</p> <ul style="list-style-type: none"> <li>• how well the professional codes of ethics were implemented when working with clients</li> </ul> <p>1 individuals 2 groups</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>4. Understand how to improve own professional practice and career opportunities</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>professional discussion</li> <li>oral questions and answers</li> <li>questions requiring written answers</li> </ul>	<p>The learner can:</p> <ul style="list-style-type: none"> <li>how well the instructing style adopted matched clients' needs</li> </ul> <p>1 individuals</p> <p>2 groups</p> <ul style="list-style-type: none"> <li>how well the clients' exercise, including their health, safety and welfare were managed</li> </ul> <p>1 individuals</p> <p>2 groups</p> <ul style="list-style-type: none"> <li>the effectiveness of interacting and working with other members of staff</li> </ul> <p>3.3 Identify ways in which future practice can be improved</p> <p>3.4 Discuss ideas with another professional and take account of their views</p> <p>4.1 Identify how often professional practice should be reviewed</p> <p>4.2 Outline how to access information on developments in exercise and physical activity</p> <p>4.3 Identify areas in which further development in own professional practice is required</p> <p>4.4 Describe the importance of having a personal action plan in place for own development</p> <p>4.5 Outline the types of development activities that are available and how they can be accessed</p> <p>4.6 Describe the importance of regularly reviewing and updating own personal action plan</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>5. Be able to improve own professional practice and career opportunities</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is reflecting on and developing own practice in providing exercise and physical activity.</p> <p>When improving own professional practice and career opportunities the learner must cover <b>6</b> of the following types:</p> <p><b>a aspects of professional practice</b></p> <ol style="list-style-type: none"> <li>1 planning exercise</li> <li>2 instructing exercise</li> <li>3 observing and supporting clients</li> <li>4 use of resources</li> <li>5 communicating with clients</li> <li>6 motivating clients</li> </ol>	<p>The learner can:</p> <p>5.1 Review own professional practice on a regular basis</p> <ol style="list-style-type: none"> <li>1 planning exercise</li> <li>2 instructing exercise</li> <li>3 observing and supporting clients</li> <li>4 use of resources</li> <li>5 communicating with clients</li> <li>6 motivating clients</li> </ol> <p>5.2 Keep up-to-date with developments in exercise and physical activity</p> <p>5.3 Consider own career goals</p> <p>5.4 Develop a personal action plan that will help to improve professional practice and career prospects</p> <p>5.5 Take part in relevant development activities as part of the personal action plan</p> <p>5.6 Review own progress in developing professional practice and career prospects and update the personal action plan accordingly</p>	✓		

<b>Evidence of real work activity</b>
There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work.
<b>Simulation</b>
Simulation is not allowed for this unit.
<b>Use of supplementary evidence</b>
Supplementary evidence should only be used for items that do not require evidence of real work activity.

**Assessor feedback**

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

Title:		Evaluate exercise and physical activity programmes		
Level:		3		
Credit value:		3		
Learning outcomes		Assessment criteria		
The learner will:		The learner can:		
<p>1. Understand how to work with clients to evaluate exercise and physical activity programmes</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	1.1 Explain why it is important to evaluate progressive physical activity programmes	✓		
	1.2 Outline the principles of evaluation in the context of physical activity			
	1.3 Outline what information is needed to evaluate physical activity programmes			
	1.4 Explain methods that can be used to collect the information required to evaluate physical activity programmes			
	1.5 Explain why it is important to evaluate all stages and components of the programme			
	1.6 Describe methods that can be used to organise information so that it can be analysed			
	1.7 Describe methods that can be used to get structured feedback from clients			
	1.8 Explain why structured feedback is important			
	1.9 Explain how to analyse information and client feedback			
	1.10 Explain why it is important to discuss preliminary conclusions with the client			
	1.11 Explain why the client's views are important			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>2. Be able to work with clients to evaluate exercise and physical activity programmes</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is evaluating exercise and physical activity programmes.</p> <p>When working with clients to evaluate exercise and physical activity programmes the learner must cover <b>3</b> of the following types:</p> <p><b>a objectives</b></p> <p>1 short-term</p> <p>2 medium-term</p> <p>3 long-term</p>	<p>The learner can:</p> <p>2.1 Collate all available information regarding the planned programme and client <b>objectives</b></p> <p>1 short-term</p> <p>2 medium-term</p> <p>3 long-term</p> <p>2.2 Collate information regarding client progress, adaptations to the programme and the reasons for adaptation</p> <p>2.3 Collate information regarding client adherence</p> <p>2.4 Collect structured feedback from the client</p> <p>2.5 Analyse available information and feedback</p> <p>2.6 Outline preliminary conclusions about the effectiveness of the programme</p> <p>2.7 Discuss preliminary conclusions with the client and take account of their views</p>	<p>✓</p>		



Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Understand how to identify lessons for future practice</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>3.1 Explain why continuous improvement in practice is important for exercise/physical activity instructors</p> <p>3.2 Explain why it is important to prioritise the improvement of some programme components</p> <p>3.3 Explain how to prioritise which programme components to work on</p> <p>3.4 Outline sources of information, advice and best practice on how to improve programme components</p> <p>3.5 Explain why it is important to share conclusions about improving own practice with other people</p> <p>3.6 Identify who to share ideas for improvements in own practice with</p> <p>3.7 Describe how to make use of improvements in own practice in the future</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>4. Be able to identify lessons for future practice</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is evaluating exercise and physical activity programmes. When identifying lessons for future practice the learner must cover all of the following types:</p> <p><b>a programme component</b></p> <ol style="list-style-type: none"> <li>1 information gathering</li> <li>2 planning</li> <li>3 selection and structure of activities</li> <li>4 programme management</li> <li>5 programme monitoring</li> <li>6 programme adaptation and progression</li> <li>7 client relationship</li> <li>8 client motivation and adherence</li> <li>9 client satisfaction</li> </ol> <p>with <b>2</b> of the following types:</p> <p><b>b relevant people</b></p> <ol style="list-style-type: none"> <li>1 colleagues</li> <li>2 line manager</li> <li>3 clients</li> </ol>	<p>The learner can:</p> <p>4.1 Identify the relative success of each <b>programme component</b></p> <ol style="list-style-type: none"> <li>1 information gathering</li> <li>2 planning</li> <li>3 selection and structure of activities</li> <li>4 programme management</li> <li>5 programme monitoring</li> <li>6 programme adaptation and progression</li> <li>7 client relationship</li> <li>8 client motivation and adherence</li> <li>9 client satisfaction</li> </ol>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	<p>The learner can:</p> <p>4.2 Prioritise those <b>programme components</b> that are vital to improving practice</p> <p>1 information gathering</p> <p>2 planning</p> <p>3 selection and structure of activities</p> <p>4 programme management</p> <p>5 programme monitoring</p> <p>6 programme adaptation and progression</p> <p>7 client relationship</p> <p>8 client motivation and adherence</p> <p>9 client satisfaction</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	<p>The learner can:</p> <p>4.3 Identify how <b>programme components</b> could be improved</p> <p>1 information gathering</p> <p>2 planning</p> <p>3 selection and structure of activities</p> <p>4 programme management</p> <p>5 programme monitoring</p> <p>6 programme adaptation and progression</p> <p>7 client relationship</p> <p>8 client motivation and adherence</p> <p>9 client satisfaction</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	<p>The learner can:</p> <p>4.4 Share own conclusions with <b>relevant people</b> and take account of their feedback</p> <p>1 colleagues</p> <p>2 line manager</p> <p>3 clients</p> <p>4.5 Undertake further research and development to improve <b>programme components</b></p> <p>1 information gathering</p> <p>2 planning</p> <p>3 selection and structure of activities</p> <p>4 programme management</p> <p>5 programme monitoring</p> <p>6 programme adaptation and progression</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>7 client relationship</p> <p>8 client motivation and adherence</p> <p>9 client satisfaction</p> <p>4.6 Note lessons for future practice</p>			
<p><b>Evidence of real work activity</b></p>				
<p>There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.</p>				
<p><b>Simulation</b></p>				
<p>Simulation is not allowed for this unit.</p>				
<p><b>Use of supplementary evidence</b></p>				
<p>Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.</p>				

**Assessor feedback**

Below detail why, as the assessor you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Design, manage and adapt a personal training programme with clients			
<b>Level:</b>	3			
<b>Credit value:</b>	6			
<b>Learning outcomes</b>	<b>Assessment criteria</b>			
<b>The learner will:</b>	<b>The learner can:</b>			
1. Understand how to collect and record information about clients	1.1 Explain why it is important to collect accurate information about clients	✓	Initial	Evidence Reference Number/s
This learning outcome can be assessed by:	1.2 Explain how to decide what information to collect			
• professional discussion	1.3 Explain safe and appropriate methods that can be used to collect the information needed to plan personal training programmes			
• oral questions and answers	1.4 Outline the legal and ethical implications of collecting information about clients			
• questions requiring written answers	1.5 Explain how to establish rapport with clients and identify the communication skills needed			
	1.6 Describe the importance of showing empathy and being sensitive to clients' goals and current stage of readiness			
	1.7 Explain how to administer and interpret the Physical Activity Readiness Questionnaire (PAR-Q)			
	1.8 Describe different formats for recording information about clients			
	1.9 Explain professional role boundaries with regard to offering personal training to clients with different medical conditions			
	1.10 Explain when it is necessary to refer clients to another professional and describe the procedure that should be followed			
	1.11 Explain the importance of safeguarding the confidentiality of collected information and describe how to do so			
	1.12 Analyse the strengths and weaknesses of the various methods of collecting information for different types of clients			



Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>2. Be able to collect and record information about client.</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is designing, managing and adapting a personal training programme with clients.</p> <p>When collecting and recording information about clients the learner must cover <b>6</b> of the following types:</p> <p><b>a information</b></p> <ol style="list-style-type: none"> <li>1 personal goals</li> <li>2 lifestyle</li> <li>3 medical history</li> <li>4 physical activity history</li> <li>5 physical activity likes and dislikes</li> <li>6 attitude, motivation to participate and barriers to participation</li> <li>7 current fitness level</li> <li>8 stage of readiness</li> <li>9 posture and alignment</li> <li>10 functional ability</li> </ol>	<p>The learner can:</p> <p>1.13 Explain how to ensure clients informed consent is obtained before collecting information</p> <p>1.14 Outline legal and organisational requirements for data protection and confidentiality</p> <p>2.1 Establish a rapport with <b>clients</b></p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol> <p>2.2 Explain own role and responsibilities to the <b>clients</b></p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>with <b>2</b> of the following types:</p> <p><b>b clients</b></p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol> <p>with <b>4</b> of the following types:</p> <p><b>c methods</b></p> <ol style="list-style-type: none"> <li>1 interview</li> <li>2 questionnaire</li> <li>3 observation</li> <li>4 physical/fitness assessments</li> </ol>	<p>The learner can:</p> <p>2.3 Identify what <b>information</b> needs to be collected about <b>clients</b></p> <ol style="list-style-type: none"> <li>1 personal goals</li> <li>2 lifestyle</li> <li>3 medical history</li> <li>4 physical activity history</li> <li>5 physical activity likes and dislikes</li> <li>6 attitude, motivation to participate and barriers to participation</li> <li>7 current fitness level</li> <li>8 stage of readiness</li> <li>9 posture and alignment</li> <li>10 functional ability</li> </ol>			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<p>2.4 Collect <b>information</b> about <b>clients</b> using appropriate <b>methods</b></p> <p><b>a information</b></p> <p>1 personal goals</p> <p>2 lifestyle</p> <p>3 medical history</p> <p>4 physical activity history</p> <p>5 physical activity likes and dislikes</p> <p>6 attitude, motivation to participate and barriers to participation</p> <p>7 current fitness level</p> <p>8 stage of readiness</p> <p>9 posture and alignment</p> <p>10 functional ability</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<p><b>c methods</b></p> <p>1 interview</p> <p>1 questionnaire</p> <p>3 observation</p> <p>4 physical/fitness assessments</p> <p>2.5 Show sensitivity and empathy to <b>clients</b> and the <b>information</b> they provide</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>2.6 Record the <b>information</b> in a way that will help to analyse it</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	2.7 Identify when <b>clients</b> need referral to another professional			
	1 individuals			
	2 groups			
	3 with specific fitness needs			
	4 with general health needs			
	2.8 Maintain <b>client</b> confidentiality in line with good practice procedures			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Understand how to analyse information and agree goals with clients</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>3.1 Explain why it is important to work together with clients to agree goals and activities</p> <p>3.2 Explain the importance of long-term behaviour change and how to ensure clients understand and commit themselves to long-term change</p> <p>3.3 Describe how to organise information in a way which will assist its interpretation and analysis</p> <p>3.4 Describe how to analyse and interpret collected information so that clients needs and goals can be identified</p> <p>3.5 Explain the importance of clients understanding the advantages of taking part in a personal training programme</p> <p>3.6 Explain why it is important to base goal setting on an analysis of clients' needs</p> <p>3.7 Describe the possible barriers which may prevent clients achieving their goals</p> <p>3.8 Explain why it is important to identify and agree short, medium and long term goals that take account of barriers and discrepancies, including client fears and reservations about physical activity</p> <p>3.10 Explain how to develop, agree and record goals which are appropriate to clients</p> <p>3.11 Explain how to make goals specific, measurable, achievable, realistic and time bound and identify why this is important</p> <p>3.12 Assess strategies which can prevent drop out or relapse</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>4. Be able to analyse information and agree goals with clients</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is designing, managing and adapting a personal training programme with clients.</p> <p>When analysing information and agreeing goals with clients the learner must cover <b>2</b> of the following types:</p> <p><b>a clients</b></p> <p>1 individuals 2 groups 3 with specific fitness needs 4 with general health needs</p> <p>with <b>3</b> of the following types:</p> <p><b>b goals</b></p> <p>1 general health and fitness 2 physiological 3 psychological 4 lifestyle 5 social 6 functional ability</p>	<p>The learner can:</p> <p>4.1 Analyse the information collected</p> <p>4.2 Identify any barriers to participation and encourage <b>clients</b> to find a solution</p> <p>1 individuals 2 groups 3 with specific fitness needs 4 with general health needs</p> <p>4.3 Agree <b>clients</b> needs and readiness to participate</p> <p>1 individuals 2 groups 3 with specific fitness needs 4 with general health needs</p>	<p>✓</p>		

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<p>4.4 Work with <b>clients</b> to agree short, medium and long-term <b>goals</b> appropriate to their needs</p> <p><b>a clients</b></p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p><b>b goals</b></p> <p>1 general health and fitness</p> <p>2 physiological</p> <p>3 psychological</p> <p>4 lifestyle</p> <p>5 social</p> <p>6 functional ability</p>			



Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<p>4.5 Ensure the <b>goals</b> are specific, measurable, achievable, realistic and time bound and reflect accepted good practice</p> <p>1 general health and fitness</p> <p>2 physiological</p> <p>3 psychological</p> <p>4 lifestyle</p> <p>5 social</p> <p>6 functional ability</p>			
	<p>4.6 Record the agreed <b>goals</b> in a format that is clear to all those involved in the programme</p> <p>1 general health and fitness</p> <p>2 physiological</p> <p>3 psychological</p> <p>4 lifestyle</p> <p>5 social</p> <p>6 functional ability</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
<p>5. Understand how to plan, prepare and manage a personal training programme with clients</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>4.7 Identify and agree strategies to prevent drop out or relapse</p> <p>5.1 Explain why thorough planning and preparation are necessary</p> <p>5.2 Explain how to research and identify exercises and activities which will help clients to achieve their goals</p> <p>5.3 Explain how to design personal training programmes according to accepted good practice</p> <p>5.4 Explain how to apply the principles of training to programme design</p> <p>5.5 Explain how to design a progressive programme to allow clients to achieve short, medium and long term goals</p> <p>5.6 Describe how to include physical activities as part of the client's lifestyle to complement exercise sessions</p> <p>5.7 Explain how to choose resources and environments that will help clients to participate in the programme according to their needs</p> <p>5.8 Explain how to design programmes that can be run in environments not designed for physical exercise, for example a client's home or outdoor area</p> <p>5.9 Explain how to decide on the order of exercises and activities in the programme</p> <p>5.10 Outline current guidelines on programme design and safe exercise</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Be able to plan, prepare and manage a personal training programme with clients</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is designing, managing and adapting a personal training programme with clients.</p> <p>When planning, preparing and managing a personal training programme with clients the learner must cover <b>4</b> of the following types:</p> <p><b>a exercises/physical activities</b></p> <ol style="list-style-type: none"> <li>1 cardiovascular fitness</li> <li>2 muscular fitness</li> <li>3 flexibility</li> <li>4 motor skills</li> <li>5 core stability</li> <li>6 circuit formats</li> </ol>	<p>The learner can:</p> <p>5.11 Explain how to make sure the components of fitness are built into the programme</p> <p>5.12 Explain how to structure the sessions which make up the programme</p> <p>5.13 Explain how to record the programme</p> <p>5.14 Explain why it is important to agree the programme with clients</p> <p>5.15 Explain when it is appropriate to share the programme with other professionals</p> <p>6.1 Plan specific outcome measures, stages of achievement and <b>exercises/physical activities</b> that are appropriate to <b>clients' goals</b> and level of fitness</p> <p><b>a exercises/physical activities</b></p> <ol style="list-style-type: none"> <li>1 cardiovascular fitness</li> <li>2 muscular fitness</li> <li>3 flexibility</li> <li>4 motor skills</li> <li>5 core stability</li> <li>6 circuit formats</li> </ol>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>with <b>2</b> of the following types:</p> <p><b>b clients</b></p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol> <p>with <b>3</b> of the following types:</p> <p><b>c goals</b></p> <ol style="list-style-type: none"> <li>1 general health and fitness</li> <li>2 physiological</li> <li>3 psychological</li> <li>4 lifestyle</li> <li>5 social</li> <li>6 functional ability</li> </ol>	<p>The learner can:</p> <p><b>c goals</b></p> <ol style="list-style-type: none"> <li>1 general health and fitness</li> <li>2 physiological</li> <li>3 psychological</li> <li>4 lifestyle</li> <li>5 social</li> <li>6 functional ability</li> </ol> <p>6.2 Ensure <b>exercises/physical activities</b> are consistent with accepted good practice</p> <ol style="list-style-type: none"> <li>1 cardiovascular fitness</li> <li>2 muscular fitness</li> <li>3 flexibility</li> <li>4 motor skills</li> </ol>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	The learner can:			
	5 core stability			
	6 circuit formats			
	6.3 Explain and agree the demands of the programme with <b>clients</b>			
	1 individuals			
	2 groups			
	3 with specific fitness needs			
	4 with general health needs			
	6.4 Plan and agree a progressive timetable of sessions with <b>clients</b>			
	1 individuals			
	2 groups			
	3 with specific fitness needs			
	4 with general health needs			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<p>6.5 Agree appropriate evaluation methods and review dates</p> <p>6.6 Identify the resources needed, making best use of the environments in which clients will exercise</p> <p>6.7 Apply the principles of training to help <b>clients</b> achieve short, medium and long term <b>goals</b></p> <p><b>c clients</b></p> <p>1 cardiovascular fitness</p> <p>2 muscular fitness</p> <p>3 flexibility</p> <p>4 motor skills</p> <p><b>c goals</b></p> <p>1 general health and fitness</p> <p>2 physiological</p> <p>3 psychological</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	The learner can:			
	4 lifestyle			
	5 social			
	6 functional ability			
	6.8 Ensure effective integration of all programme <b>activities</b> and sessions			
	1 cardiovascular fitness			
	2 muscular fitness			
	3 flexibility			
	4 motor skills			
	5 core stability			
	6 circuit formats			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<p>6.9 Provide alternatives to the programmed <b>exercises/physical activities</b> if <b>clients</b> cannot take part as planned</p> <p><b>a exercises/physical activities</b></p> <p>1 cardiovascular fitness</p> <p>2 muscular fitness</p> <p>3 flexibility</p> <p>4 motor skills</p> <p>5 core stability</p> <p>6 circuit formats</p> <p><b>c clients</b></p> <p>1 cardiovascular fitness</p> <p>2 muscular fitness</p> <p>3 flexibility</p> <p>4 motor skills</p>			



Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p>	<p>The learner can:</p>			
<p>7. Understand how to review progress with clients</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>professional discussion</li> <li>oral questions and answers</li> <li>questions requiring written answers</li> </ul>	<p>6.10 Record plans in a format that will help all concerned to implement the programme</p> <p>6.11 Agree how to maintain contact with <b>clients</b> between sessions</p> <p>7.1 Explain the importance of monitoring and reviewing programmes with clients</p> <p>7.2 Assess methods of collecting, analysing and recording information that will help to review progress against goals and initial baseline data</p> <p>7.3 Describe how to communicate information to clients and provide effective feedback</p> <p>7.4 Explain why it is important to encourage clients to give their views</p> <p>7.5 Explain how to analyse and record clients' progress</p> <p>7.6 Explain why it is important to agree changes with clients</p> <p>7.7 Explain why it is important to communicate progress and changes to all those involved in the programme</p> <p>7.8 Explain why it is important to keep accurate records of changes and the reasons for change</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>8. Be able to review progress with clients</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is designing, managing and adapting a personal training programme with clients.</p> <p>When reviewing progress with clients the learner must cover <b>2</b> of the following types:</p> <p><b>a clients</b></p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol> <p><b>c goals</b></p> <ol style="list-style-type: none"> <li>1 general health and fitness</li> <li>2 physiological</li> <li>4 lifestyle</li> <li>5 social</li> <li>6 functional ability</li> </ol> <p><b>b methods</b></p> <ol style="list-style-type: none"> <li>1 interviews</li> <li>2 questionnaires</li> <li>3 observation</li> <li>4 physical/fitness assessments</li> </ol> <p>with <b>3</b> of the following types:</p> <p><b>c goals</b></p> <ol style="list-style-type: none"> <li>1 general health and fitness</li> <li>2 physiological</li> <li>3 psychological</li> <li>4 lifestyle</li> <li>5 social</li> <li>6 functional ability</li> </ol>	<p>The learner can:</p> <p>8.1 Monitor <b>clients'</b> progress <b>using</b> appropriate <b>methods</b></p> <p><b>a clients</b></p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol> <p><b>c goals</b></p> <ol style="list-style-type: none"> <li>1 general health and fitness</li> <li>2 physiological</li> <li>4 lifestyle</li> <li>5 social</li> <li>6 functional ability</li> </ol> <p><b>b methods</b></p> <ol style="list-style-type: none"> <li>1 interviews</li> <li>2 questionnaires</li> <li>3 observation</li> <li>4 physical/fitness assessments</li> </ol>	<p>✓</p>		

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	8.2 Review progress with <b>clients</b> at agreed points in the programme			
	1 individuals			
	2 groups			
	3 with specific fitness needs			
	4 with general health needs			
	8.3 Ensure <b>clients</b> understand the purpose of review and how it fits into their programme			
	1 individuals			
	2 groups			
	3 with specific fitness needs			
	4 with general health needs			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	8.4 Encourage <b>clients</b> to give their own views on progress			
	1 individuals			
	2 groups			
	3 with specific fitness needs			
	4 with general health needs			
	8.5 Use agreed evaluation guidelines			
	8.6 Give positive and timely feedback to <b>clients</b> during their review			
	1 individuals			
	2 groups			
	3 with specific fitness needs			
	4 with general health needs			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>9. Understand how to adapt a personal training programme with clients</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>8.7 Agree review outcomes with <b>clients</b> and keep accurate records</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>9.1 Explain how to review short, medium and long term goals with clients taking into account any changes in circumstances</p> <p>9.2 Explain how the principles of training can be used to adapt the programme where goals are not being achieved or new goals ~ have been identified</p> <p>9.3 Describe how to communicate adaptations to clients and other professionals</p> <p>9.4 Explain the different training systems and their use in providing variety and ensuring programmes remain effective</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>10. Be able to adapt a personal training programme with clients</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is designing, managing and adapting a personal training programme with clients.</p> <p>When adapting a personal training programme with clients the learner must cover <b>2</b> of the following types:</p> <p><b>a clients</b></p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol> <p>with <b>3</b> of the following types:</p> <p><b>b goals</b></p> <ol style="list-style-type: none"> <li>1 general health and fitness</li> <li>2 physiological</li> <li>3 psychological</li> <li>4 lifestyle</li> <li>5 social</li> <li>6 functional ability</li> </ol> <p>with 4 of the following types:</p> <p><b>c exercises/physical activities</b></p> <ol style="list-style-type: none"> <li>1 cardiovascular fitness</li> <li>2 muscular fitness</li> <li>3 flexibility</li> <li>4 motor skills</li> <li>5 core stability</li> <li>6 circuit formats</li> </ol>	<p>The learner can:</p> <p>10.1 Identify <b>goals</b> and <b>exercises/physical activities</b> that need to be redefined or adapted</p> <p><b>b goals</b></p> <ol style="list-style-type: none"> <li>1 general health and fitness</li> <li>2 physiological</li> <li>3 psychological</li> <li>4 lifestyle</li> <li>5 social</li> <li>6 functional ability</li> </ol> <p><b>c exercises/physical activities</b></p> <ol style="list-style-type: none"> <li>1 cardiovascular fitness</li> <li>2 muscular fitness</li> <li>3 flexibility</li> </ol>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	<p>The learner can:</p> <p>4 motor skills</p> <p>5 core stability</p> <p>6 circuit formats</p> <p>10.2 Agree adaptations, progressions or regressions to meet <b>clients'</b> needs as and when necessary to optimise achievement</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>10.3 Identify any changes to resources and environments and agree them with <b>clients</b></p> <p>1 individuals</p> <p>2 groups</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	<p>The learner can:</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>10.4 Introduce adaptations in a way that is appropriate to <b>clients</b> and their needs</p> <p>1 individuals</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>10.5 Record changes to plans for the programme to take account of adaptations</p> <p>10.6 Monitor the effectiveness of adaptations and update these as necessary</p>			



### Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner **on more than one occasion**. There should be sufficient observations to ensure that the learner has met all the requirements.

There must be evidence that the learner has carried out appropriate screening (e.g. use of the PAR-Q and informed consent) and taken physical measurements as appropriate for the client, from the following:

- Blood pressure (manual and digital where available)
- Anthropometrics (e.g. height and weight, BMI, waist circumference or waist to hips ratio)
- Body composition (e.g. callipers, bio-electrical impedance etc)
- Cardiovascular fitness (using validated/recognised protocols such as Astrand bike test, Rockport walking test etc)
- Range of motion (e.g. using validated/recognised protocols such as sit and reach test, visual assessment during stretch positions etc)
- Muscular fitness (e.g. using validated/recognised protocols such as abdominal curl/sit-up test, press-up test etc)

The learner should demonstrate the ability to provide sensitive feedback and any relevant healthy lifestyle advice to clients (within the limits of their knowledge and competence) based on collected information and test results/'norms'.

There must be evidence that a learner has planned a programme using Cardiovascular Machines.

Learners must also show planning for of a **minimum of two** of the following cardiovascular approaches to training:

- Interval
- Fartlek
- Continuous

There must be evidence that a learner has planned a programme using the following types of equipment:

- Resistance Machines
- Free Weights; including barbells and dumbbells and cables where available

Learners must show planning using different resistance machines and free weights, in a **minimum of four** of the following resistance approaches to training:

- Pyramid systems
- Super-setting
- Giant sets
- Tri sets
- Forced repetitions
- Pre / post exhaust
- Negative / eccentric training
- Muscular Strength Endurance / muscular fitness

There must be evidence that a learner has planned a programme to include a minimum of one core stability exercise (e.g. an exercise to improve muscles associated with stabilisation (local) and mobilisation (global)).  
should demonstrate their ability to review client progress and make any necessary adaptations to the programme where goals are not being achieved or new goals are identified.

Learners must provide evidence that they have planned a progressive programme for a client ensuring effective integration of all exercises and physical activities to allow clients to achieve short, medium and long term goals.

Learners must provide evidence that they have planned a progressive programme for a client ensuring effective integration of all exercises and physical activities to allow clients to achieve short, medium and long term goals. They should demonstrate their ability to review client progress and make any necessary adaptations to the programme where goals are not being achieved or new goals are identified.

Learners must provide evidence that they have planned a progressive programme for a client ensuring effective integration of all exercises and physical activities to allow clients to achieve short, medium and long term goals.

**Simulation**

Simulation is allowed for 2.7, if there is no naturally occurring evidence available.

**Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

**Assessor feedback**

Below detail why, as the assessor you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Deliver exercise and physical activity as part of a personal training programme			
<b>Level:</b>	3			
<b>Credit value:</b>	10			
<b>Learning outcomes</b>	✓			
<b>The learner will:</b>	<b>Assessment criteria</b>	<b>Initial</b>	<b>Evidence Reference Number/s</b>	
1. Understand how to plan and prepare individualised exercise sessions  This learning outcome can be assessed by:	<b>The learner can:</b> 1.1 Explain the importance of careful and thorough planning and preparation before physical exercise  1.2 Explain how to identify specific objectives from the overall programme goals  1.3 Explain how timings, intensities and sequences can affect programme outcomes  1.4 Explain the importance of matching teaching and learning styles to maximise clients' progress and motivation  1.5 Describe how to utilise verbal and non-verbal communication techniques  1.6 Explain how to select and prepare the equipment and environment as needed  1.7 Explain how to work in environments that are not specifically designed for physical exercise			
<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>				

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p><b>The learner will:</b></p> <p>2. Be able to plan and prepare individualised exercise sessions</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is delivering exercise and physical activity as part of a personal training programme.</p> <p>When planning and preparing individualised exercise sessions the learner must cover <b>3</b> of the following types:</p> <p><b>a clients</b></p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol> <p>with <b>2</b> of the following types:</p> <p><b>b resources</b></p> <ol style="list-style-type: none"> <li>1 environment for the session</li> <li>2 portable equipment</li> <li>3 fixed equipment</li> </ol> <p>with <b>4</b> of the following types:</p> <p><b>c exercises</b></p> <ol style="list-style-type: none"> <li>1 cardiovascular fitness</li> <li>2 muscular fitness</li> <li>3 flexibility</li> <li>4 motor skills</li> <li>5 core stability</li> <li>6 circuit formats</li> </ol>	<p><b>The learner can:</b></p> <p>2.1 Provide a range of <b>exercises</b> to help clients achieve objectives and <b>goals</b></p> <p><b>c exercises</b></p> <ol style="list-style-type: none"> <li>1 cardiovascular fitness</li> <li>2 muscular fitness</li> <li>3 flexibility</li> <li>4 motor skills</li> <li>5 core stability</li> <li>6 circuit formats</li> </ol> <p><b>a clients</b></p> <ol style="list-style-type: none"> <li>1 individuals</li> </ol>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	<p>The learner can:</p> <p>2 groups</p> <p>3 with specific fitness needs</p> <p>4 with general health needs</p> <p>2.2 Plan and agree the focus of <b>exercises</b> and utilise the <b>resources</b> available, improvising safely where necessary</p> <p><b>c exercises</b></p> <p>1 cardiovascular fitness</p> <p>2 muscular fitness</p> <p>3 flexibility</p> <p>4 motor skills</p> <p>5 core stability</p> <p>6 circuit formats</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<b>b resources</b> 1 environment for the session 2 portable equipment 3 fixed equipment 2.3 Plan realistic timings, intensities and sequences of <b>exercises</b> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skills 5 core stability 6 circuit formats			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	<p>The learner can:</p> <p>2.4 Identify, obtain and prepare the <b>resources</b> needed for the planned <b>exercises</b></p> <p><b>b resources</b></p> <p>1 environment for the session</p> <p>2 portable equipment</p> <p>3 fixed equipment</p> <p><b>c exercises</b></p> <p>1 cardiovascular fitness</p> <p>2 muscular fitness</p> <p>3 flexibility</p> <p>4 motor skills</p> <p>5 core stability</p> <p>6 circuit formats</p>			



Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Understand how to prepare clients for individualised exercise sessions</p> <p>This learning outcome can be assessed by;</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>3.1 Explain why it is important to ensure clients are properly prepared physically and psychologically before activity begins</p> <p>3.2 Explain why it is important to find out how clients responded to previous physical activity and if anything has changed since then</p> <p>3.3 Describe the importance of explaining the planned objectives and activities to clients</p> <p>3.4 Explain why clients need to know the physical and technical demands of the activity and how this might affect motivation</p> <p>3.5 Explain why it may be necessary to negotiate and agree changes to plans with clients</p> <p>3.6 Explain why and how any changes to plans should be recorded</p> <p>3.7 Outline the health, safety and emergency procedures and requirements</p> <p>3.8 Explain why clients need to know about health, safety and emergency procedures</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>4. Be able to prepare clients for individualised exercise sessions</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is delivering exercise and physical activity as part of a personal training programme.</p> <p>When preparing clients for individualised exercise sessions the learner must cover <b>2</b> of the following types:</p> <p><b>a clients</b></p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol> <p>with <b>5</b> of the following types:</p> <p><b>b goals</b></p> <ol style="list-style-type: none"> <li>1 general health and fitness</li> <li>2 physiological</li> <li>3 psychological</li> <li>4 lifestyle</li> <li>5 social</li> <li>6 functional ability</li> </ol>	<p>The learner can:</p> <p>4.1 Meet <b>clients</b> punctually and make them feel at ease</p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol> <p>4.2 Collect any new information about <b>clients</b> response to previous activity</p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>with <b>4</b> of the following types:</p> <p><b>c exercises</b></p> <ol style="list-style-type: none"> <li>1 cardiovascular fitness</li> <li>2 muscular fitness</li> <li>3 flexibility</li> <li>4 motor skills</li> <li>5 core stability</li> <li>6 circuit formats</li> </ol>	<p>The learner can:</p> <p>4.3 Discuss the planned objectives and exercises for the session and how these link to clients' <b>goals</b></p> <ol style="list-style-type: none"> <li>1 general health and fitness</li> <li>2 physiological</li> <li>3 psychological</li> <li>4 lifestyle</li> <li>5 social</li> <li>6 functional ability</li> </ol>			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<p>4.4 Discuss the physical and technical demands of the planned <b>exercises</b> and how clients can progress or regress these to meet <b>goals</b></p> <p><b>c exercises</b></p> <p>1 cardiovascular fitness</p> <p>2 muscular fitness</p> <p>3 flexibility</p> <p>4 motor skills</p> <p>5 core stability</p> <p>6 circuit formats</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<b>b goals</b>  1 general health and fitness  2 physiological  3 psychological  4 lifestyle  5 social  6 functional ability			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	4.5 Assess, agree and review <b>clients'</b> state of readiness and motivation to take part in the planned exercises			
	1 individuals			
	2 groups			
	3 with specific fitness needs			
	4 with general health needs			
	4.6 Negotiate, agree and record changes to the planned <b>exercises</b> with <b>clients</b> to meet goals and preferences and enable them to maintain progress			
	<b>c exercises</b>			
	1 cardiovascular fitness			
	2 muscular fitness			


Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	3 flexibility			
	4 motor skills			
	5 core stability			
	6 circuit formats			
	<b>a clients</b>			
	1 individuals			
	2 groups			
	3 with specific fitness needs			
	4 with general health needs			
	<b>b goals</b>			
	1 general health and fitness			
	2 physiological			
	3 psychological			
	4 lifestyle			
5 social				
6 functional ability				

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>5. Understand how to teach and adapt planned exercises</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>5.1 Explain why a balance of instruction, exercise and discussion is important when instructing clients</p> <p>5.2 Outline the range of approved teaching and motivational styles that can be used and explain how to vary these according to clients' response</p> <p>5.3 Explain the importance of warm up and the range of warm up activities that can be used for the activities being taught</p> <p>5.4 Explain how to choose warm ups appropriate to different clients and conditions</p> <p>5.5 Explain why clients should understand the purpose and value of warm up</p> <p>5.6 Explain how to provide instructions, demonstrations and explanations clearly and effectively</p> <p>5.7 Describe the correct positions for the exercises being taught</p> <p>5.8 Explain how to adapt exercise positions as appropriate to individual clients and conditions</p> <p>5.9 Explain why it is important to make sure clients understand instructions, demonstrations and explanations and describe how this can be done</p>			



Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	5.10 Explain the importance of non-verbal communication and the effect of body language			
	5.11 Explain how to adapt communication to meet clients' needs			
	5.12 Explain why it is important to monitor individual progress especially if more than one client is involved			
	5.13 Appraise methods of monitoring clients' progress			
	5.14 Identify when it may be necessary to adapt planned exercises to meet clients' needs and explain how to do so			
	5.15 Explain methods of maintaining clients' motivation especially when they are finding exercises difficult			
	5.16 Explain the importance of correcting techniques and how to adopt appropriate teaching styles to ensure clients apply techniques correctly			
	5.17 Explain how to modify the intensity of exercise to match clients' response to physical activity			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Be able to teach and adapt planned exercises</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is delivering exercise and physical activity as part of a personal training programme.</p> <p>When teaching and adapting planned exercises the learner must cover <b>3</b> of the following types:</p> <p><b>a clients</b></p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol> <p>with <b>4</b> of the following types:</p> <p><b>b exercises</b></p> <ol style="list-style-type: none"> <li>1 cardiovascular fitness</li> <li>2 muscular fitness</li> <li>3 flexibility</li> <li>4 motor skills</li> <li>5 core stability</li> <li>6 circuit formats</li> </ol>	<p>The learner can:</p> <p>6.1 Ensure there is an effective balance of instruction, activity and discussion within the session</p> <p>6.2 Use teaching and motivational styles that are appropriate to <b>clients</b> and accepted good practice</p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol> <p>6.3 Provide <b>clients</b> with an appropriate warm up</p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>with <b>2</b> of the following types:</p> <p><b>c environments</b></p> <ol style="list-style-type: none"> <li>1 gym</li> <li>2 studio/sports hall</li> <li>3 client's home or other enclosed space</li> <li>4 outdoors</li> </ol>	<p>The learner can:</p> <p>6.4 Make best use of the <b>environment</b> in which clients are exercising</p> <ol style="list-style-type: none"> <li>1 gym</li> <li>2 studio/sports hall</li> <li>3 client's home or other enclosed space</li> <li>4 outdoors</li> </ol> <p>6.5 Provide instructions, explanations and demonstrations that are technically correct, safe and effective</p> <p>6.6 Check <b>clients'</b> understanding of instructions, explanations and demonstrations</p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol>			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	6.7 Adapt verbal and non-verbal communication methods to make sure <b>clients</b> understand what is required 1 individuals 2 groups 3 with specific fitness needs 4 with general health needs 6.8 Ensure <b>clients</b> can carry out the <b>exercises</b> safely on their own <b>a clients</b> 1 individuals 2 groups 3 with specific fitness needs 4 with general health needs			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<b>a exercises</b> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skills 5 core stability 6 circuit formats 6.9 Observe and analyse <b>clients'</b> performance, providing positive reinforcement throughout 1 individuals 2 groups			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	3 with specific fitness needs			
	4 with general health needs			
	6.10 Correct techniques at appropriate points			
	6.11 Progress or regress <b>exercises</b> according to <b>clients'</b> performance			
	<b>a exercises</b>			
	1 cardiovascular fitness			
	2 muscular fitness			
	3 flexibility			
	4 motor skills			
	5 core stability			
	6 circuit formats			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<p><b>a clients</b></p>			
	1 individuals			
	2 groups			
	3 with specific fitness needs			
	4 with general health needs			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>7. Understand how to bring exercise sessions to an end</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>7.1 Explain why it is important to allow sufficient time for clients to finish exercising and how the cool down can be adapted to different levels of client needs and experience</p> <p>7.2 Explain the purpose and value of cool down activities and how to select these according to the type and intensity of physical exercise and clients needs and condition</p> <p>7.3 Explain why clients should understand the value and purpose of cool down</p> <p>7.4 Describe why clients should be given the opportunity to ask questions, provide feedback and discuss their performance and explain how to make sure this happens</p> <p>7.5 Describe why clients should be given feedback on their performance and explain how to do this in a way that is accurate but maintains client motivation and commitment</p> <p>7.6 Explain why clients need to see their progress against objectives in terms of their overall goals and programme</p> <p>7.7 Explain why clients need information about future activities, either supervised or unsupervised</p> <p>7.8 Outline the correct procedures for dealing with equipment and the wider facility once the session is over</p>			



Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>8. Be able to bring exercise sessions to an end</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is delivering exercise and physical activity as part of a personal training programme.</p> <p>When bringing exercise sessions to an end the learner must cover <b>3</b> of the following types:</p> <p><b>a clients</b></p> <ol style="list-style-type: none"> <li>1 individuals</li> <li>2 groups</li> <li>3 with specific fitness needs</li> <li>4 with general health needs</li> </ol> <p>with <b>4</b> of the following types:</p> <p><b>b exercises</b></p> <ol style="list-style-type: none"> <li>1 cardiovascular fitness</li> <li>2 muscular fitness</li> <li>3 flexibility</li> <li>4 motor skills</li> <li>5 core stability</li> <li>6 circuit formats</li> </ol>	<p>The learner can:</p> <p>8.1 Allow sufficient time for the closing phase of the session</p> <p>8.2 End the <b>exercises</b> using a cool down that is safe and effective for <b>clients</b></p> <p><b>b exercises</b></p> <ol style="list-style-type: none"> <li>1 cardiovascular fitness</li> <li>2 muscular fitness</li> <li>3 flexibility</li> <li>4 motor skills</li> <li>5 core stability</li> <li>6 circuit formats</li> </ol>	<p>✓</p>		

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<b>b clients</b>			
	1 individuals			
	2 groups			
	3 with specific fitness needs			
	4 with general health needs			
	8.3 Provide <b>clients</b> with positive reinforcement about their performance			
	1 individuals			
	2 groups			
	3 with specific fitness needs			
	4 with general health needs			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	8.4 Give <b>clients</b> feedback on the session			
	8.5 Explain to <b>clients</b> how progress made links to their short, medium and long term goals			
	1 individuals			
	2 groups			
	3 with specific fitness needs			
	4 with general health needs			
	8.6 Discuss other possible physical activities with <b>clients</b>			
	8.7 Leave the environment in a condition suitable for future use			

### Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on **more than one occasion**. There should be sufficient observations to ensure that the learner has met all the requirements.

There must be evidence that a learner has instructed participants in the use of Cardiovascular Machines

Learners must also show instructing of a **minimum of two** of the following cardiovascular approaches to training:

- Interval
- Fartlek
- Continuous

There must be evidence that a learner has instructed participants in the use of the following types of equipment:

- Resistance Machines
- Free Weights; including barbells and dumbbells and cables where available

Learners must demonstrate correct lifting and passing techniques, including dead lifting the barbell safely from the floor and spotting.

Learners must also show instructing using different resistance machines and free weights, in a **minimum of four** of the following resistance approaches to training:

- Pyramid systems
- Super-setting
- Giant sets
- Tri sets
- Forced repetitions
- Pre / post exhaust
- Negative / eccentric training
- Muscular Strength Endurance / muscular fitness

N.B. the number of machines/items of equipment will depend upon the learners plan but the minimum number of training approaches must be adhered to.

There must be evidence that a learner has instructed participants in a **minimum of one** core stability exercise (e.g. an exercise to improve muscles associated with stabilisation (local) and mobilisation (global)).

**Simulation**

Simulation is not allowed for this unit.

**Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity

**Assessor feedback**

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

<b>Title:</b>	Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme			
<b>Level:</b>	3			
<b>Credit value:</b>	7			
<b>Learning outcomes</b>	<b>Assessment criteria</b>			
<b>The learner will:</b>	<b>The learner can:</b>			
1. Understand how to collect and analyse information and agree goals with the client	1.1 Outline the range of professionals and professional bodies involved in the area of nutrition			
This learning outcome can be assessed by:	1.2 Describe how to obtain clients informed consent before collecting nutritional information			
• professional discussion	1.3 Explain why it is important to collect accurate nutritional information about clients			
• oral questions and answers	1.4 Describe the information that needs to be collected to offer nutritional advice to clients safely and effectively			
• questions requiring written answers	1.5 Outline the legal and ethical implications of collecting nutritional information			
	1.6 Describe different formats for recording nutritional information			
	1.7 Explain why confidentiality is important when collecting nutritional information			
	1.8 Explain issues that may be sensitive when collecting nutritional information			
	1.9 Explain basic dietary assessment methods			
	1.10 Evaluate different methods that can be used to measure body composition and health risk in relation to weight including:			
	• Body Mass Index (BMI)			
	• Waist circumference (WC)			
	• Waist to hip ratio			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<ul style="list-style-type: none"> <li>• Skin folds and skin fold indices</li> <li>• Bioelectrical impedance</li> </ul> <p>1.11 Assess health risk in relation to body composition, height and weight and, where available, compare to 'norms'</p> <p>1.12 Explain how to sensitively divulge the interpretation of collected information and results to clients</p> <p>1.13 Describe how to recognise the signs and symptoms of disordered eating</p> <p>1.14 Describe a healthy eating pattern</p> <p>1.15 Explain the circumstances in which a client should be recommended to visit a GP about the possibility of referral to a Registered Dietitian and the process that should be followed</p> <p>1.16 Explain the circumstances in which a client should be referred on to a Accredited Sports Dietitian and the process that should be followed</p> <p>1.17 Analyse and interpret collected information to identify clients' needs and nutritional goals in comparison to National guidelines/the National food model</p> <p>1.18 Explain how to apply the principles of goal setting when offering nutritional advice</p> <p>1.19 Explain when to involve people other than the client in nutritional goal setting and identify who these people might be</p> <p>1.20 Identify barriers which may prevent clients achieving the agreed nutritional goals</p> <p>1.21 Describe motivational strategies that can be used to encourage healthy eating and prevent non-compliance or relapse</p>	✓		



Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
<p>2. Be able to collect and analyse information and agree goals with the client</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is applying the principles of nutrition to support client goals as part of an exercise and physical activity programme.</p> <p>When collecting and analysing information and agreeing goals with the client the learner must cover <b>7</b> of the following types:</p> <p><b>a information</b></p> <ol style="list-style-type: none"> <li>1 personal goals</li> <li>2 lifestyle</li> <li>3 medical history</li> <li>4 physical activity history</li> <li>5 diet history</li> <li>6 food preferences</li> <li>7 supplement use</li> <li>8 nutritional knowledge, attitudes and motivation</li> <li>9 stage of readiness</li> </ol> <p>8 nutritional knowledge, attitudes and motivation</p> <p>9 stage of readiness</p> <p><b>b clients</b></p> <ol style="list-style-type: none"> <li>1 with specific fitness needs</li> <li>2 with general health needs</li> </ol>	<p>2.1 Collect, record and analyse the <b>information</b> needed about <b>clients nutritional goals</b></p> <p><b>a information</b></p> <ol style="list-style-type: none"> <li>1 personal goals</li> <li>2 lifestyle</li> <li>3 medical history</li> <li>4 physical activity history</li> <li>5 diet history</li> <li>6 food preferences</li> <li>7 supplement use</li> <li>8 nutritional knowledge, attitudes and motivation</li> <li>9 stage of readiness</li> </ol> <p><b>b clients</b></p> <ol style="list-style-type: none"> <li>1 with specific fitness needs</li> <li>2 with general health needs</li> </ol>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>with <b>2</b> of the following types:</p> <p><b>c goals</b></p> <ol style="list-style-type: none"> <li>1 healthy eating</li> <li>2 weight management</li> <li>3 improved fitness</li> <li>4 improved self-image</li> </ol>	<p>The learner can:</p> <p><b>c goals</b></p> <ol style="list-style-type: none"> <li>1 healthy eating</li> <li>2 weight management</li> <li>3 improved fitness</li> <li>4 improved self-image</li> </ol> <p>2.2 Identify when <b>clients</b> need referral to another professional</p> <ol style="list-style-type: none"> <li>1 with specific fitness needs</li> <li>2 with general health needs</li> </ol> <p>2.3 Agree <b>clients</b> needs and readiness to take part</p> <ol style="list-style-type: none"> <li>1 with specific fitness needs</li> <li>2 with general health needs</li> </ol> <p>2.4 Agree <b>clients</b> short, medium and long term nutritional <b>goals</b></p> <p><b>b clients</b></p> <ol style="list-style-type: none"> <li>1 with specific fitness needs</li> </ol>	<p>✓</p>		

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	2 with general health needs  <b>c goals</b> 1 healthy eating 2 weight management 3 improved fitness 4 improved self-image 2.5 Identify barriers to <b>clients</b> achieving the agreed nutritional <b>goals</b>  <b>b clients</b> 1 with specific fitness needs 2 with general health needs  <b>c goals</b> 1 healthy eating 2 weight management 3 improved fitness			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<ul style="list-style-type: none"> <li>4 improved self-image</li> <li>2.6 Set nutritional <b>goals</b> that are specific, measurable, achievable, realistic and time-bound and reflect accepted good practice               <ul style="list-style-type: none"> <li>1 healthy eating</li> <li>2 weight management</li> <li>3 improved fitness</li> <li>4 improved self-image</li> </ul> </li> <li>2.7 Record the agreed <b>goals</b> in a format that is clear to all who may be involved               <ul style="list-style-type: none"> <li>1 healthy eating</li> <li>2 weight management</li> <li>3 improved fitness</li> <li>4 improved self-image</li> </ul> </li> <li>2.8 Identify and agree strategies to prevent non-compliance or relapse</li> <li>2.9 Identify and agree review points</li> </ul>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Understand how to apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>3.1 Describe the structure and function of the digestive system</p> <p>3.2 Explain the meaning of key nutritional terms including:</p> <ul style="list-style-type: none"> <li>• diet</li> <li>• healthy eating</li> <li>• nutrition</li> <li>• balanced diet</li> </ul> <p>3.3 Explain professional role boundaries with regard to offering nutritional advice to clients</p> <p>3.4 Explain the key nutritional principles/messages and national guidelines that underpin a healthy diet</p> <p>3.5 Describe the nutritional principles and key features of the National food model/guide</p> <p>3.6 Explain the relationship between nutrition, physical activity, body composition and health and how to communicate it to clients including:</p> <ul style="list-style-type: none"> <li>• links to disease / disease risk factors</li> </ul>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	<p>The learner can:</p> <ul style="list-style-type: none"> <li>cholesterol (including desirable levels of HDL, LDL, Total Cholesterol: HDL ratio)</li> <li>types of fat</li> </ul> <p>3.7 Describe the nutritional requirements and hydration needs of the physical activity programme</p> <p>3.8 Outline factors that may influence clients' eating habits and prevent them from achieving nutritional goals</p> <p>3.9 Identify groups of clients at risk of nutritional deficiencies</p> <p>3.10 Identify how to access reliable sources of nutritional information</p> <p>3.11 Distinguish between evidence-based knowledge versus the unsubstantiated marketing claims of suppliers</p> <p>3.12 Explain the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic exercise</p> <p>3.13 Define the components of energy expenditure and the energy balance equation</p> <p>3.14 Demonstrate how to determine Basal Metabolic Rate (BMR)</p> <p>3.15 Demonstrate how to determine energy requirements based on physical activity levels and other relevant factors</p> <p>3.16 Describe energy needs/expenditure for different physical activities</p> <p>3.17 Outline the function and metabolism of the macro nutrients</p> <p>3.18 Outline the function and metabolism of micro nutrients</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	3.19 Identify the main food groups and the nutrients they contribute to the diet			
	3.20 Describe portion sizes in the context of the National food model			
	3.21 Identify the calorific/Kilo joule value of nutrients			
	3.22 Describe common terminology used in nutrition including:			
	<ul style="list-style-type: none"> <li>• UK dietary reference values (DRV)</li> </ul>			
	<ul style="list-style-type: none"> <li>• Recommended daily allowance (RDA)</li> </ul>			
	<ul style="list-style-type: none"> <li>• Recommended daily intake (RDI)</li> </ul>			
	<ul style="list-style-type: none"> <li>• Glycaemic Index</li> </ul>			
	3.23 Describe how to identify and agree nutritional goals and translate them into basic healthy eating advice that reflects current National guidelines			
	3.24 Interpret food labelling information			
	3.25 Explain the significance of healthy food preparation			
	3.26 Explain the potential health and performance implications of severe energy restriction, weight loss and weight gain			
	3.27 Explain how cultural and religious dietary practices can influence nutritional advice			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>3.28 Explain the importance of communicating the health risks associated with current weight-loss fads and popular diets to clients</p> <p>3.29 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a Registered Dietitian</p> <p>3.30 Explain the need for reappraisal of client's body composition and other relevant health parameters at agreed stages of the programme</p> <p>3.31 Outline safety, effectiveness and contraindications relating to protein and vitamin supplementation</p> <p>3.32 Outline industry guidelines on managing users with suspected eating disorders</p>			
<p>4. Be able to apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is applying the principles of nutrition to support client goals as part of an exercise and physical activity programme.</p>	<p>4.1 Analyse <b>clients'</b> nutritional needs and preferences in relation to current status and nutritional <b>goals</b></p> <p><b>a clients</b></p> <p>1 with specific fitness needs</p> <p>2 with general health needs</p> <p><b>b goals</b></p> <p>1 healthy eating</p>			



Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>When applying, monitoring and adapting the principles of nutrition and weight management to an exercise and physical activity programme the learner must cover <b>2</b> of the following types:</p> <p><b>a clients</b></p> <ol style="list-style-type: none"> <li>1 with specific fitness needs</li> <li>2 with general health needs</li> </ol> <p>with <b>2</b> of the following types of:</p> <p><b>b goals</b></p> <ol style="list-style-type: none"> <li>1 healthy eating</li> <li>2 weight management</li> <li>3 improved fitness</li> <li>4 improved self-image</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>2 weight management</li> <li>3 improved fitness</li> <li>4 improved self-image</li> </ol> <p>4.2 Use credible sources of information and advice in establishing <b>client's goals</b></p> <ol style="list-style-type: none"> <li>1 with specific fitness needs</li> <li>2 with general health needs</li> </ol> <p>4.3 Design and agree nutritional <b>goals</b> that are compatible with the analysis carried out, accepted good practice and national guidelines</p> <ol style="list-style-type: none"> <li>1 healthy eating</li> <li>2 weight management</li> <li>3 improved fitness</li> <li>4 improved self-image</li> </ol> <p>4.4 Identify and obtain credible educational resources for use with <b>clients</b></p> <ol style="list-style-type: none"> <li>1 with specific fitness needs</li> </ol>	<p>✓</p>		

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	2 with general health needs  4.5 Ensure that the nutritional <b>goals</b> support and integrate with other programme components 1 healthy eating  2 weight management  3 improved fitness  4 improved self-image  4.6 Ensure that <b>clients</b> understand and follow the nutritional advice as part of the exercise and physical activity programme 1 with specific fitness needs  2 with general health needs  4.7 Evaluate and review <b>clients'</b> progress towards the agreed nutritional <b>goals</b> <b>a clients</b>  1 with specific fitness needs  2 with general health needs			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<p><b>b goals</b></p> <p>1 healthy eating</p> <p>2 weight management</p> <p>3 improved fitness</p> <p>4 improved self-image</p> <p>4.8 Monitor and refine <b>clients'</b> nutritional <b>goals</b> during the physical activity programme</p> <p><b>a clients</b></p> <p>1 with specific fitness needs</p> <p>2 with general health needs</p> <p><b>b goals</b></p> <p>1 healthy eating</p> <p>2 weight management</p> <p>3 improved fitness</p> <p>4 improved self-image</p>			

**Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on **more than one occasion**. There should be sufficient observations to ensure that the learner has met all the requirements.

Learners must provide evidence of their ability to apply the principles of nutrition to a physical activity programme by collecting and analysing appropriate information and agreeing nutritional goals with clients that are compatible with the analysis, accepted good practice and national guidelines.

**Simulation**

Simulation is allowed for 2.2, if there is no naturally occurring evidence available.

**Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

**Assessor feedback**

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

## Optional Units

Title:	Plan, market and sell services			
Level:	3			
Credit value:	5			
Learning outcomes	Assessment criteria	Initial	Evidence	Reference Number/s
The learner will:	The learner can:	✓		
1. Understand how to plan marketing and sales	1.1 Identify the sources of marketing and sales information			
This learning outcome can be assessed by:	1.2 Describe how the market is segmented/divided by:			
	• age			
	• income			
	• occupation/social class			
• professional discussion • oral questions and answers • questions requiring written answers	• the benefits that potential clients are looking for			
	1.3 Assess the market in terms of:			
	• the pricing of the service			
	• the promotion of the service			
	• customer needs and expectations			
	• trends in the industry			
	1.4 Explain how to identify competitors and assess their strengths and weaknesses			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	1.5 Explain how to identify and assess own strengths and weaknesses			
	1.6 Describe how to develop services that address a certain 'niche' in the market			
	1.7 Explain how to cost services and develop marketing and sales plans that take account of cash flow and tax considerations			
	1.8 Explain the importance of testing proposed products and services with other people and describe how to do so			
	1.9 Explain the importance of having realistic and achievable targets for marketing and sales			
	1.10 Explain how to develop sales and marketing targets			
	1.11 Explain the importance of being able to evaluate sales and marketing plans			
	1.12 Explain ways of monitoring and evaluating marketing and sales			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>2. Be able to plan marketing and sales</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is planning, marketing and selling services.</p> <p>When planning marketing and sales the learner must cover <b>2</b> of the following types:</p> <p><b>a market</b></p> <p>1 existing 2 new</p>	<p>The learner can:</p> <p>2.1 Research the <b>market</b> according to the service being offered</p> <p>1 existing</p> <p>2 new</p> <p>2.2 Identify existing and new trends in the industry</p> <p>2.3 Identify competitors and analyse their strengths and weaknesses in comparison to own</p> <p>2.4 Identify the types of client who might be interested in the services and the benefits they are looking for</p> <p>2.5 Develop and cost services that will be attractive to potential clients</p> <p>2.6 Test these services with other people and obtain their feedback</p> <p>2.7 Set realistic and achievable marketing and sales targets within defined timescales</p> <p>2.8 Decide how to evaluate the marketing and sales aspects of the service</p>	<p>✓</p>		



Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Understand how to market services</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>3.1 Identify the best ways of reaching potential clients</p> <p>3.2 Describe the 'image' clients may have of the types of services offered and how to develop an image that is unique</p> <p>3.3 Explain how to present services so that they and their benefits will be attractive to clients</p> <p>3.4 Describe different ways to present/market the services</p> <p>3.5 Explain the importance of being proactive in marketing and reaching potential clients</p> <p>3.6 Explain the importance of promoting the value and benefits of the services to clients</p> <p>3.7 Explain the importance of monitoring the effectiveness of marketing and sales activities</p> <p>3.8 Explain how to overcome problems and improve services</p> <p>3.9 Describe methods of monitoring marketing and sales</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>4. Be able to market services</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is planning, marketing and selling services.</p> <p>When marketing services the learner must cover: <b>2</b> of the following types:</p> <p><b>a best ways to reach potential clients</b></p> <p>1 personally</p> <p>2 through other people</p> <p>with <b>2</b> of the following types:</p> <p><b>b ways to present the services</b></p> <p>1 talking to people directly</p> <p>2 using printed materials</p> <p>3 electronically</p>	<p>The learner can:</p> <p>4.1 Identify the <b>best ways to reach potential clients</b></p> <p>1 personally</p> <p>2 through other people</p> <p>4.2 <b>Present the services</b> so that they are attractive to potential clients</p> <p>1 talking to people directly</p> <p>2 using printed materials</p> <p>3 electronically</p> <p>4.3 Promote the value and benefits of the services to clients</p> <p>4.4 Keep track of marketing and sales and compare what is being achieved with set targets</p> <p>4.5 Find ways of improving marketing and sales</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>5. Understand how to sell services directly to clients</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>5.1 Explain the importance of being proactive in selling without giving the impression of “the hard sell” and describe how to do so</p> <p>5.2 Explain why it is important to correctly identify client’s needs and expectations in relation to the services offered</p> <p>5.3 Explain how to identify services that match or come close to client’s needs and expectations</p> <p>5.4 Explain the importance of ensuring accurate information is provided especially in relation to legal requirements covering trade descriptions and sale of goods</p> <p>5.5 Explain the importance of giving clients the opportunity to ask questions and discuss the services and their benefits</p> <p>5.6 Identify buying signals that a client might give and how they can be used to help move the sale on</p> <p>5.7 Explain the importance of negotiating services that meet both own needs and that of the client</p> <p>5.8 Explain how to confirm the client is ready to complete the sale without making them feel rushed and why this is an important stage</p> <p>5.9 Explain why it is important to agree terms with the client and how to do so</p> <p>5.10 Outline the relevant documents that need to be completed and why these are important</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Be able to sell services directly to clients</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is planning, marketing and selling services.</p> <p>When selling services directly to clients the learner must cover <b>2</b> of the following types:</p> <p><b>a information</b></p> <p>1 spoken 2 written 3 electronic</p>	<p>The learner can:</p> <p>6.1 Identify client's needs and expectations</p> <p>6.2 Suggest services that meet client's needs and expectations</p> <p>6.3 Provide <b>information</b> about the services and their benefits clearly, accurately and in a way that will motivate the client to take them up</p> <p>1 spoken 2 written 3 electronic</p> <p>6.4 Give the client full opportunity to ask questions and discuss the services and their benefits and if necessary, think about their decision</p> <p>6.5 Identify buying signals from the client and use these to move the sale on</p> <p>6.6 Offer and agree a service that meets own needs and those of the client</p> <p>6.7 Ensure the client is ready to commit themselves to the sale</p> <p>6.8 Agree terms with the client and make sure they are satisfied with the sale</p> <p>6.9 Ensure all relevant documents are completed</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>7. Understand how to follow up marketing and client enquiries</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• oral questions and answers</li> <li>• questions requiring written answers</li> </ul>	<p>The learner can:</p> <p>7.1 Explain the importance of keeping up-to-date information on marketing and client enquiries</p> <p>7.2 Outline the features of a client service management system and how to choose a method that is most appropriate to the business/service offered</p> <p>7.3 Outline the legal and organisational requirements for data protection and how to ensure that they are followed</p>			
<p>8. Be able to follow up marketing and client enquiries</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is planning, marketing and selling services.</p> <p>When following up marketing and client enquiries the learner must cover <b>2</b> of the following types:</p> <p><b>a information</b></p> <ol style="list-style-type: none"> <li>1 spoken</li> <li>2 written</li> <li>3 electronic</li> </ol>	<p>8.1 Develop and keep up-to-date a client service management system</p> <p>8.2 Keep in regular contact with existing clients and with those who have made enquiries</p> <p>8.3 Provide existing clients and prospective clients with <b>information</b> on new and existing services</p> <p>1 spoken</p> <p>2 written</p> <p>3 electronic</p> <p>8.4 Respond promptly and positively to further enquiries and make efforts to obtain new business</p> <p>8.5 Follow all legal and organisational requirements for data protection</p>			

**Evidence of real work activity**

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on **more than one occasion**. There should be sufficient observations to ensure that the learner has met all the requirements.

**Simulation**

Simulation is not allowed for this unit.

**Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

**Assessor feedback**

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

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