Active IQ Level 3 Diploma in Health and Fitness

Active iQ

Active IQ Level 3 Diploma in Health and Fitness
Qualification accreditation number: 603/6354/X

Introduction

The Active IQ Level 3 Diploma in Health and Fitness is at Level 3 on the Regulated Qualifications Framework (RQF).

Guided learning hours:	582	Total qualification time:	680

Entry requirements:

- Some experience of gym-based exercises, including free weights, is highly recommended.
- The course requires physical exertion, and individual participation is essential; therefore, a degree of physical fitness is necessary.
- There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at Level 2.

Qualification outline

Target learners:

- Learners aged 16+.
- Learners wishing to pursue a career in the health and fitness sector as gym-based fitness instructors and/or personal trainers.

Please note: 16–18-year-olds may need to be supervised in the workplace, once they have achieved the qualification.

Purpose

This qualification aims to provide learners with the knowledge and skills to be able to plan, deliver and supervise safe and effective exercise programmes within a gym or health club environment. During the qualification learners will cover:

- Anatomy, physiology and nutrition and how they relate to exercise and fitness.
- Health and safety in the fitness environment.
- The skills to conduct client and group inductions in a gym-based environment and support exercise adherence and a healthy lifestyle.
- The skills to plan, instruct and supervise safe and effective exercise and physical activity sessions.
- Professionalism for fitness instructing.
- Technology in sport and exercise.

Grading

Pass/Fail

Progression

This qualification provides progression on to:

- Leisure team member apprenticeship.
- Personal trainer apprenticeship.
- Leisure duty manager apprenticeship.
- Active IQ Level 3 Diploma in Instructing Pilates Matwork.
- Active IQ Level 3 Diploma in Teaching Yoga.
- Active IQ Level 3 Diploma in Sports Massage Therapy.
- Active IQ Level 4 Certificate in Advanced Personal Training.
- Active IQ Level 4 Certificate in Strength and Conditioning.
- Active IQ Level 4 Certificate in Physical Activity and Lifestyle Strategies for Managing Low Back Pain.
- Active IQ Level 4 Certificate in Physical Activity and Weight Management for Obese and Diabetic Clients.

Links to National Standards

There are links to:

- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Learning and Development Requirements (LDR) for:
  - Gym instructing.
  - Group training.
  - Personal training.
  - Pool plant operations.
  - Coach.
  - Working with children.
  - Safeguarding and protecting children.
  - Working with antenatal and postnatal clients.
  - Working with people with long-term conditions.
- National Occupational Standards for Instructing Exercise and Fitness and Personal Training.

Please see Annex A for further details.

Reasonable adjustments

Please follow the link for further information on Active IQ's reasonable adjustment and special consideration policy.

https://www.activeiq.co.uk/docs/default-source/pdf/policies-and-procedures-2021/active-iq-reasonable-adjustment-and-special-consideration-policy-2021.pdf

Occupational competence statements for tutoring, assessing and internally verifying

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

Required criteria

All tutors, assessors and internal verifiers must:

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

Tutors and assessors

Tutors must hold, or be working towards, a teaching qualification.

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education.

Assessors

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

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

Internal verifiers

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

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

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

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Qualification structure

Learners must complete the six mandatory units and a minimum of 15 optional units (10 of these must be at Level 3 or above) and include the minimum requirements for two of the pathways from the following:

- Personal training.
- Operational service / Leisure management.
- Coaching.
- Special populations.
- Long-term conditions.
- Health and well-being.

Please note: Units can be selected from the following two groups; however they do not contribute towards the minimum of two pathway requirements:

- Group training.
- Other.

Mandatory Units

	Unit	Unit accreditation number	Level
1.	Principles of anatomy, physiology and fitness	A/616/7499	2
2.	Professionalism and customer care for fitness instructors	K/616/7501	2
3.	Health and safety in the fitness environment	M/616/7502	2
4.	Conducting client consultations to support positive behaviour change	A/616/7504	2
5.	Planning and instructing gym-based exercise	F/616/7505	2
6.	Technology in sport and exercise	M/618/3456	3

Optional Units

Personal Training

Learners must complete all 6 units when selecting this optional group.

	Unit	Unit accreditation number	Level
7.	Applied anatomy and physiology for exercise, health and fitness	F/615/4012	3
8.	The principles of nutrition and their application to exercise and health	J/615/4013	3
9.	Understanding lifestyle, health, well-being and common medical conditions	R/615/4015	3
10.	Delivering client consultations and health and fitness assessments	L/617/3999	3
11.	Personal training for individuals and groups in a range of environments	M/617/4000	3
12.	Professionalism and business acumen for personal trainers	D/615/4020	3

Operational Services / Leisure Management

Learners must complete a minimum of 6 units when selecting this optional group.

	Unit	Unit accreditation number	Level
13.	Sport and active leisure facility cleanliness	R/618/3448	2
14.	Developing exceptional customer care skills	T/618/3457	3
15.	Recruitment, and development of colleagues	A/618/3458	3
16.	Understanding equality, diversity and inclusion in the workplace	F/618/3459	3
17.	Principles of people management	T/618/3460	3
18.	Understand how to manage a project	A/618/3461	3
19.	Developing the customer experience	F/618/3462	3
20.	Understanding budgeting and finance	J/618/3463	3
21.	Principles of leadership and management	L/618/3464	3
22.	The principles of operation and practice of pool water treatment and testing	L/617/7339	2
23.	The principles of pool plant operations and chemical safety	F/617/7340	3
24.	The management of pool water quality	J/617/7341	3
25.	Marketing in active leisure	H/618/3468	3
26.	Understanding how to sell services and products to customers in active leisure	K/618/3469	3

Coaching

Learners must complete a minimum of 5 units when selecting this optional group.

(Units 27 – 31 must be taken together. Units 33 and 34 must be taken together. Unit 37 must be taken with unit 36).

	Unit	Unit accreditation number	Level
27.	Health and safety for coaching in different environments	J/618/3432	3
28.	Principles of fundamental movement and sports skills	D/618/3470	3
29.	Planning multisport activity sessions	H/618/3471	3
30.	Coaching multisport activity sessions	K/618/3472	3
31.	Working with children and young people in a coaching environment	T/618/3474	3
32.	Safeguarding and protecting children and vulnerable adults	D/616/7852	2
33.	Principles of sports conditioning	A/508/4368	3
34.	Plan, deliver and evaluate sports conditioning programmes	F/508/4369	3
35.	Nutrition for sport and exercise performance	T/508/4367	3
36.	Understand the principles of soft tissue dysfunction	Y/618/3435	3
37.	Exercise strategies to reduce risk of injury	D/618/3436	3

Special populations

Learners must complete a minimum of 4 units when selecting this optional group.

(Units 38 and 39 must be taken together. Units 40 and 41 must be taken together. Units 42 and 43 must be taken together).

	Unit	Unit accreditation number	Level
38.	Physical activity and health considerations for the older adult	A/618/3475	3
39.	Designing and adapting exercise programmes for the older adult	J/618/3477	3
40.	Physical activity, health and nutritional considerations for pre and postnatal clients	M/617/2148	3
41.	Programming safe and effective exercise sessions for pre and postnatal clients	T/617/2149	3
42.	Physical activity, health, fitness, nutritional and development considerations for adolescents	J/617/4004	2
43.	Programming safe and effective physical activity sessions for adolescents	L/617/4005	2

Long-term conditions

Learners must complete all 5 units when selecting this optional group.

	Unit	Unit accreditation number	Level
44.	Applied anatomy and physiology for exercise, health and fitness	F/615/4012	3
45.	The health landscape	A/618/1094	3
46.	Managing long-term conditions	F/618/1095	4
47.	Behaviour change for clients with long-term conditions	L/618/1097	3
48.	Planning and adapting physical activity for clients with long-term conditions	M/618/1108	3

Health and Well-being

Learners must complete a minimum of 5 units when selecting this optional group.

(Unit 53 cannot be taken without unit 52).

	Unit	Unit accreditation number	Level
49.	Psychology of health and exercise	L/618/3478	3
50.	The role of public health promotion	R/618/3479	3
51.	Facilitating behaviour change for health and well-being	L/618/3481	3
52.	Mental health awareness	D/617/3070	2
53.	Mental health first aid	H/617/3071	2
54.	Promoting healthy lifestyles and physical activity	M/618/3425	2
55.	Lifestyle management for health and well-being	K/618/3424	2
56.	Working with communities to promote and support active healthy lifestyles	T/618/3426	2
57.	Safeguarding and protecting children and vulnerable adults	D/616/7852	2
58.	Understanding nutrition for healthy eating	A/618/3427	2

Group Training

There are no minimum requirements for this group.

(Units 59-61 must be taken together along with either unit 62 or unit 63).

	Unit	Unit accreditation number	Level
59.	Professionalism for group training	D/617/1108	2
60.	Health and safety in a group training environment	H/617/1109	2
61.	Supporting behaviour change and healthy lifestyles	Y/617/1110	2
62.	Planning and instructing group training sessions	D/617/1111	2
63.	Planning and instructing group training to music sessions	H/617/1112	2
64.	Training in different environments	K/618/3441	2
65.	Planning and instructing circuit sessions	M/618/3442	2
66.	Planning and instructing kettlebell sessions	T/618/3443	2
67.	Planning and instructing studio cycling sessions	A/618/3444	2
68.	Planning and instructing physical activity for children	F/618/3445	2
69.	Planning and instructing water-based exercise sessions	J/618/3446	2
70.	Planning and instructing outdoor fitness sessions	M/508/4366	3

Other

There are no minimum requirements for this group.

	Unit	Unit accreditation number	Level
71.	Enterprise and entrepreneurship	Y/618/3483	3
72.	Marketing products and services	D/618/3484	3
73.	Opportunities in higher education	K/618/3486	3
74.	Research methods for academic study	M/618/3487	3
75.	Research skills for academic study	T/618/3488	3

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

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the cardiovascular and respiratory systems and the effects of exercise	3.1 Describe the structure of the heart 3.2 Describe the function of the heart 3.3 Describe the structure and function of the blood and blood vessels 3.4 Describe the structure of the lungs 3.5 Describe the function of the lungs 3.6 Identify the main muscles involved in breathing 3.7 Describe the passage of air through the respiratory tract 3.8 Describe gaseous exchange in the lungs 3.9 Describe gaseous exchange in the muscles 3.10 Describe systemic and pulmonary circulation 3.11 Describe the immediate effects of exercise on the cardiovascular and respiratory systems 3.12 Describe the long-term effects of exercise on the cardiovascular and respiratory systems 3.13 Recognise changes to the cardiovascular and respiratory systems throughout a person's lifespan
4. Understand how energy is produced in the body and the effects of exercise on energy production	4.1 Recognise adenosine triphosphate as a molecule that is broken down to create energy for the body 4.2 Recognise how adenosine triphosphate is broken down to produce energy 4.3 Name the three main energy systems that resynthesise adenosine triphosphate 4.4 Recognise the role of the main nutrients in the production of energy/adenosine triphosphate 4.5 Describe how the three energy systems are used during aerobic and anaerobic exercise 4.6 Recognise the interaction of the energy systems during exercise 4.7 Recognise factors that influence the energy system used, to include: intensity, duration and individual fitness levels
5. Understand the structure and function of the digestive system	5.1 Describe the function of each section of the alimentary canal (mouth, oesophagus, stomach, small intestine, large intestine) 5.2 Describe how fats, proteins and carbohydrates are digested and absorbed, and the main enzymes involved 5.3 Explain the role of dietary fibre in the maintenance of gut function 5.4 Explain the role of the liver and pancreas in assisting digestion 5.5 Describe timescales for digestion 5.6 Explain the importance of fluid in digestion

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand health and well-being	6.1 Define the components of health and well-being
	6.2 Recognise factors that affect health and well-being, including the effects of lifestyle choices
	6.3 Identify the role of activity and exercise in maintaining and managing health and well-being
	6.4 Identify the frequency, intensity, time and type of activity required to maintain and improve health and well-being
7. Understand the components of fitness and the effects of exercise	7.1 Name and describe the components of physical fitness
	7.2 Recognise the physiological effects of exercise on each component of fitness
	7.3 Describe how to apply the principles of overload, reversibility and specificity to progress or regress each component of fitness
	7.4 Recognise factors affecting physical fitness
	7.5 Recognise exercise contraindications and safety considerations for special populations
Assessment	Theory paper

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal and professional requirements for fitness instructing	1.1 Summarise the Equality Act and relate it to fitness instructing
	1.2 Describe the scope of practice of a fitness instructor
	1.3 Explain the insurance requirements when working as a fitness instructor
	1.4 Explain the importance of having appropriate insurance when working as a fitness instructor
2. Understand how an instructor can help all types of customer to have a positive exercise experience	2.1 Compare the differing needs of fitness facility customers
	2.2 Identify ways that a fitness facility can meet the needs of different customers
	2.3 Identify ways that an instructor can help customers have a positive exercise experience
	2.4 Identify ways that an instructor can build social support and inclusion within a fitness environment
	2.5 Identify ways that an instructor can obtain feedback from customers to support continued exercise adherence
3. Understand the products and services offered by fitness instructors and facilities	3.1 Identify the main products and services offered by fitness instructors and facilities
	3.2 Identify the ancillary and specialist products/services that may be offered by fitness facilities
	3.3 Describe a range of membership options/contracts offered by fitness facilities
	3.4 Describe a typical customer journey through a fitness facility
	3.5 Explain the importance of customer retention for a fitness instructor and facility

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the skills and behaviours needed to deliver effective customer care	4.1 Describe the common characteristics of people/individuals who provide excellent customer care
	4.2 Describe the features of personal presentation that will make a positive impression on customers
	4.3 Describe the attitude required when dealing with customers
	4.4 Describe how to carry out routine customer care tasks in a way that shows consideration for customers
	4.5 Explain the concept of professionalism
	4.6 Explain the importance of effective teamwork for the delivery of excellent customer care
	4.7 Describe the team-working skills required to deliver an excellent customer experience
	4.8 Identify ways that an instructor can positively influence member retention
	4.9 Identify ways that an instructor can build a rapport with customers
	4.10 Explain the importance of the instructor making him/herself available and approachable to users, for example: • walking around the gym floor • being available prior to a class
5. Understand the value of first impressions	5.1 Explain the importance of making a positive first impression on customers
	5.2 Describe ways of creating a positive first impression when communicating with customers
6. Understand how to communicate clearly and effectively with customers	6.1 Identify different methods of communication, to include verbal and non-verbal methods
	6.2 Identify positive body language
	6.3 Identify negative body language
	6.4 Give examples of when it is appropriate to take the initiative in approaching customers
	6.5 Describe different methods of effective and efficient communication in a range of situations
	6.6 Describe the communication approaches that will make a positive impression on customers
	6.7 Explain why a consistent positive attitude and approach to customers is vital to an organisation
7. Understand how to be polite and approachable with customers	7.1 Outline appropriate ways to meet and greet customers politely and confidently
	7.2 Explain why it is important to respond to customers within an appropriate timescale
	7.3 Explain how to acknowledge customers, even when busy
	7.4 Describe how to work in a way that demonstrates to customers enthusiasm and a willingness to help

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Understand how to interact with customers in different situations	8.1 Identify the personal qualities required to deal with customer problems
	8.2 Describe how to communicate with dissatisfied customers
	8.3 Describe the skills required to deal with potentially volatile or unpleasant situations
	8.4 Identify responses and actions that may make problems worse
	8.5 Describe how to adapt his/her communication style, attitude and response to meet individual customer needs
	8.6 Describe how to inform customers when promises cannot be kept as a result of unforeseen circumstances
	8.7 Explain how and when to refer problems to a senior colleague
	8.8 Explain how to use social media profiles as a fitness instructor
	8.9 Describe the benefits and risks of using social media platforms for fitness instructors
9. Understand personal and professional development	9.1 Explain the importance of the planning and reviewing cycle within personal and continuing professional development
	9.2 Define continuing professional development
	9.3 Explain the benefits of continuing professional development (CPD) for self, clients and organisations
	9.4 Explain how to reflect on his/her work and highlight ways of improving skills, knowledge and practice
	9.5 Describe how to work with others to evaluate his/her skills, knowledge and practice
	9.6 Explain how to plan his/her continuing professional development
	9.7 Explain the contribution that a workplace's performance appraisal and development processes can make to his/her continuing professional development
	9.8 Outline how to access the sources of information required to fulfil continuing professional development
10. Be able to make a good first impression on customers	10.1 Present him/herself to customers, including 'meeting and greeting'
	10.2 Communicate efficiently and effectively with different types of customers
	10.3 Demonstrate types of behaviour that make a positive impression on different types of customers
	10.4 Approach and initiate a conversation with a customer who is not actively seeking his/her attention

Learning outcomes The learner will:	Assessment criteria The learner can:
11. Be able to show the right attitude for customer care	11.1 Recognise and respond when a customer wants or needs attention
	11.2 Greet customers politely and positively
	11.3 Speak to customers clearly and put them at ease
	11.4 Recognise how customers are feeling
	11.5 Establish a rapport with customers
	11.6 Demonstrate a positive and enthusiastic attitude to customers at all times
	11.7 Focus on his/her customers and ignore distractions
	11.8 Show customers respect at all times and in all circumstances
Assessment	Worksheet
	Modular summative observation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand health and safety in the workplace	1.1 Outline the rights and responsibilities of the employer for health and safety in the workplace
	1.2 Outline the rights and responsibilities of the employee for health and safety in the workplace
	1.3 Explain the term 'duty of care' relating to the health and safety of self and others
	1.4 Identify the key legal and regulatory requirements that are relevant to health and safety in the workplace
	1.5 Describe what may happen if employers and employees do not follow legal requirements
2. Understand hazards and risks in a fitness environment	2.1 Describe the differences between a 'hazard' and a 'risk'
	2.2 Identify the common hazards that may occur in the fitness environment
	2.3 Identify the five steps of risk assessment
	2.4 Describe how to deal with common hazards and manage risk in the fitness environment
3. Understand normal and emergency operating procedures in the workplace	3.1 State the importance of having written systems of work, to include: • normal operating procedures (NOPs) • emergency action plans (EAPs) • risk assessments
	3.2 Describe the key areas that should be included in a normal operating procedure
	3.3 Describe the key areas that should be included in an emergency action plan
4. Understand how to maintain a safe and effective fitness environment	4.1 Identify handover information that needs to be provided at the start and end of a shift, and how to record this information
	4.2 Describe the appropriate checks required to maintain the safety of the gym environment and equipment
	4.3 Identify how to supervise the gym environment to ensure member safety

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Understand the cleaning requirements in fitness environments	5.1 Describe how a fitness facility maintains standards of cleanliness 5.2 List a range of cleaning substances used in a fitness environment 5.3 Identify the types of personal protective equipment that are necessary for cleaning operations in a fitness environment 5.4 Describe how to maintain the safety of customers and other staff when carrying out cleaning operations 5.5 Describe how to show courtesy and consideration to customers when carrying out cleaning operations, for example: • prioritising customers over cleaning duties • acknowledging customers as they pass through the cleaning area • temporarily moving cleaning equipment to ease a customer's travel through the area 5.6 Describe the procedures for the disposal of waste from cleaning operations 5.7 Explain the importance of the safe storage and maintenance of cleaning equipment 5.8 Describe how to deal with spillages, breakages and waste in a fitness environment
6. Understand safe working practices relating to the Control of Substances Hazardous to Health (COSHH) Regulations	6.1 Identify the types of substance commonly used in a fitness facility that would be covered by COSHH 6.2 List the problems caused by hazardous substances 6.3 Identify the requirements of employers and employees, as stated in the COSHH Regulations 6.4 List the types of information provided in COSHH assessments 6.5 Describe why COSHH assessments are important
Assessment	Worksheet Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to consult and support clients to change exercise behaviour	1.1 Identify the appropriate methods for screening and gathering information from clients and gaining their informed consent to exercise
	1.2 Recognise the risk-stratification models used to assess risk
	1.3 Describe the barriers to changing exercise behaviour
	1.4 Outline strategies for overcoming barriers and building client motivation
	1.5 Explain how to use communication and interview skills to support clients at different stages of changing exercise behaviour
	1.6 Recognise different approaches to supporting clients in changing their exercise behaviour, to include: • motivational interviewing • a trans-theoretical model • rewards • cognitive reframing
	1.7 Explain how SMART (specific, measurable, achievable, relevant/realistic and time-bound) goals can be used to support clients to change their exercise behaviour
	1.8 Differentiate between process and outcome goals for
	1.9 adherence
	1.10 Identify safe and realistic timeframes for the achievement of client physical goals
	1.11 Identify ways to monitor and review client progress
	1.12 Identify the appropriate methods for recording and storing client information
	1.13 Identify other professionals that can support the client when his/her needs go beyond the scope of practice
	1.14 Recognise when to refer or signpost a client to other professionals

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand the importance of a healthy lifestyle	2.1 Explain the health risks of being overweight or obese 2.2 Describe the current prevalence of obesity in the UK 2.3 Explain the risks of an unhealthy lifestyle 2.4 Explain the benefits of a healthy lifestyle 2.5 Identify the risks and benefits of exercise for the prevention and management of common health conditions 2.6 Identify sources of evidence-based, credible health and well-being information
3. Understand the importance of healthy eating	3.1 Describe the national food model/guide 3.2 Describe the key healthy eating advice that underpins a healthy diet 3.3 Explain the importance of adequate hydration 3.4 Explain the daily energy requirements for men and women 3.5 Explain the energy balance equation 3.6 Explain the dietary role of the key nutrients 3.7 Identify common dietary sources of the key nutrients 3.8 Explain the health risks of poor nutrition 3.9 Explain the benefits of a nutrient-rich diet 3.10 Identify sources of evidence-based, credible nutritional guidance
4. Understand how technology can be used to support exercise adherence	4.1 Identify technologies that can be used to support exercise adherence 4.2 Identify ways that technology can be used to motivate clients and help them achieve their goals
5. Know the established protocols for health screening and fitness assessment of gym-based clients	5.1 List the health-screening measurements that are relevant to gym-based clients 5.2 Describe the established protocols for health-screening measurements that are relevant to gym-based clients 5.3 Describe the established protocols for fitness assessments that are relevant to gym-based clients

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Be able to consult/interview and support clients to change their exercise behaviour	6.1 Prepare a positive consultation environment that encourages open communication
	6.2 Use the appropriate methods, techniques and communication skills to greet the client, build a rapport and gather information
	6.3 Explain his/her role, the role of other professionals and the role of the client in changing his/her exercise behaviour
	6.4 Provide the appropriate advice and guidance in response to a health-screening questionnaire
	6.5 Identify when to signpost a client to other professionals
	6.6 Ask open questions to gather the relevant information from a client
	6.7 Use active listening skills to gather information from a client
	6.8 Check client readiness to exercise
	6.9 Identify client barriers to exercise
	6.10 Identify the appropriate strategies to address client barriers
	6.11 Identify client goals
	6.12 Write specific, measurable, achievable, realistic/relevant and time-bound (SMART) goals to address client needs, wants and motivators
	6.13 Identify the appropriate review points to monitor client progress
	6.14 Record client information appropriately and with regard to confidentiality
	6.15 Follow the established protocols to safely, effectively and accurately carry out client-relevant health-screening measurements
Assessment	Worksheet
	Assignment
	Summative observation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to plan a safe and effective gym-based exercise session	1.1 Recognise a safe and effective session structure
	1.2 Identify safe and effective exercises/equipment for inclusion in a gym-based session
	1.3 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different client needs
	1.4 Explain the purpose of a warm-up and cool-down
	1.5 Describe the appropriate exercises for inclusion in a warm-up and cool-down
	1.6 Explain the purpose and benefits of cardiovascular exercise
	1.7 Explain the purpose and benefits of muscular fitness and resistance exercises
	1.8 Explain the purpose and benefits of flexibility exercises
	1.9 Describe the appropriate exercises to improve the different components of fitness
	1.10 Describe different methods for monitoring exercise intensity
	1.11 Recognise the signs and symptoms of over-exertion and the potential acute negative effects of exercise
2. Be able to plan a safe and effective gym-based exercise session	2.1 Prepare the equipment and environment for the session to ensure the safety of the client is maintained
	2.2 Select safe and effective exercises for all components of the session, which meet the client's needs, goals and ability
	2.3 Plan a safe and effective health-related, gym-based exercise programme to meet client needs and incorporate different components of fitness
	2.4 Plan adaptations and modifications to regress, progress and accommodate different client needs
	2.5 Record exercises using an appropriate format to assist client understanding

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to deliver a safe and effective gym-based exercise programme	3.1 Use the appropriate instructional methods, techniques and communication skills to support clients at different stages of changing their exercise behaviour
	3.2 Provide support and motivation to clients
	3.3 Verbally screen clients to check their readiness to participate
	3.4 Instruct a safe and effective warm-up
	3.5 Instruct a safe and effective cardiovascular component
	3.6 Instruct a safe and effective muscular fitness/resistance training component
	3.7 Instruct safe and effective functional training exercises
	3.8 Instruct a safe and effective cool-down and flexibility component
	3.9 Explain the appropriate health and safety considerations to clients
	3.10 Monitor exercise intensity
	3.11 Monitor exercise safety
	3.12 Observe a client's exercise technique and accurately identify ways to improve his/her performance
	3.13 Adapt or modify exercises, as appropriate, to accommodate client needs
	3.14 Respond accurately and appropriately to client questions
4. Be able to encourage clients to increase physical activity and exercise adherence	4.1 Identify appropriate review points to monitor client progress
	4.2 Agree how goal achievement will be measured at the time of review and how the results will be meaningful to the client
	4.3 Signpost clients to other activities that they may enjoy or find interesting

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Be able to deliver a safe and effective gym-based induction to individuals and groups	5.1 Describe how inductions benefit the safe and effective use of a gym-based exercise environment
	5.2 Demonstrate the appropriate communication skills when working with groups
	5.3 Verbally screen groups of clients to check their readiness to participate
	5.4 Introduce clients to the appropriate warm-up exercises
	5.5 Introduce a range of functional exercises using an instructing method appropriate to the exercise and clients
	5.6 Introduce a range of cardiovascular machines using an instructing method appropriate to the exercise and clients
	5.7 Introduce a range of fixed-resistance machines using an instructing method appropriate to the exercise and clients
	5.8 Introduce clients to a range of free-weight exercises using an instructing method appropriate to the exercise and clients
	5.9 Demonstrate safe lifting, passing and spotting of weights.
	5.10 Introduce clients to a range of body-weight exercises using an instructing method appropriate to the exercise and client
	5.11 Introduce clients to appropriate cool-down exercises
	5.12 Manage groups of clients using appropriate instructing and supervision
	5.13 Observe client's exercise technique and accurately identify ways to improve his/her performance
	5.14 Explain modifications and adaptations to progress and regress specific exercises
	5.15 Explain the appropriate health and safety considerations and gym etiquette
	5.16 Explain to clients how to monitor their own exercise intensity
	5.17 Explain the relevant health-related benefits of exercise to clients
	5.18 Check that clients understand how to continue their programme without direct supervision

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Be able to evaluate own practice	6.1 Gather feedback from clients in order to review and evaluate own practice
	6.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting client needs
	6.3 Evaluate the effectiveness of own instructional and communication skills for meeting client needs
	6.4 Identify ways to improve own instructional skills and communication
	6.5 Identify ways to improve session content to continue to meet client needs
Assessment	Session plan
	Summative observation
	Modular summative observation
	Self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to research viable technological aids for use with an individual or group	1.1 Describe rationale for selection of an appropriate technological aid 1.2 Describe how the technological aid will help the selected individual or group 1.3 Explain the potential legal and ethical concerns around the selected technological aid 1.4 Identify the key considerations for the data gathered
2. Be able to implement the use of technological aids	2.1 Implement the use of and provide evidence of chosen technological aid
3. Be able to analyse data from technological aids	3.1 Describe data and draw conclusions 3.2 Describe how data can inform future practice of individual/group 3.3 Describe how data can inform learners future practice 3.4 Explain how data will help with assigning accountability
4. Be able to review the implementation of a technological aids	4.1 Confirm whether technological aid assisted individual/group goals 4.2 Compare the benefits and constraints (if any) of using the selected technological aid 4.3 Evaluate other technologies or technological aids that you could pair with this to assist further 4.4 Evaluate key areas learnt from the process
Assessment	Task Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the structure and function of the cardiovascular system in relation to health and fitness	1.1 Describe the structures of the heart and their functions, including: • chambers • valves • blood vessels 1.2 List the order in which blood flows through the cardiovascular system 1.3 Explain the stages of progression in atherosclerosis 1.4 Describe the immediate blood pressure response to exercise, to include: • the Valsalva manoeuvre 1.5 Describe the effects of different forms of exercise training on blood pressure over time 1.6 Identify the blood pressure classifications and associated health risks 1.7 Describe the cardiovascular benefits and adaptations to different forms of exercise, to include: • endurance training • interval training • resistance training • relaxation training
2. Know the structure and function of the skeletal system structure in relation to health and fitness	2.1 Identify the anatomical planes of motion for different joint actions and exercises 2.2 Identify the joint actions and typical ranges of movement of the major joints of the body 2.3 Describe the benefits and risks of weight-bearing exercise for the bones and joints 2.4 Describe the common injury risks at each of the major joints and the movements that are likely to cause them 2.5 Explain common postural patterns, their associated muscle imbalances and the problems these can cause 2.6 Describe the relationship between the structure and function of the skeleton

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Know the structure and function of the myofascial system in relation to health and fitness	3.1 Describe the structure and function of muscle fibres and their components
	3.2 Describe the stages of the sliding filament theory
	3.3 Describe the effects of exercise intensity and duration on muscle fibre recruitment and adaptation by the different muscle fibre types
	3.4 Name the locations of the attachment sites for the major muscles of the body
	3.5 Explain the isolated muscle actions responsible for producing specific body movements
	3.6 Explain the roles of muscles in integrated movements of the body compared to their isolated muscle actions
	3.7 Identify causative factors, symptoms and recovery strategies for delayed onset muscle soreness (DOMS)
	3.8 Describe the structure and functions of the different types of connective tissue
4. Know the structure and function of the nervous system in relation to health and fitness	4.1 Describe the components of the nervous system, to include: • central nervous system • peripheral nervous system • somatic branch of the peripheral nervous system • autonomic branch of the peripheral nervous system
	4.2 Describe the structure and function of a neuron
	4.3 Describe the structure and function of a motor unit
	4.4 State the 'all or nothing' law of muscle contraction and the size principle of motor unit recruitment
	4.5 Explain the stages in the process of the stretch reflex and inverse stretch reflex
	4.6 Describe the structure and function of muscle spindles
	4.7 Describe the structure and function of golgi tendon organs
	4.8 Explain the definition and function of autogenic inhibition
	4.9 Explain the definition and function of reciprocal inhibition
	4.10 Explain the neuromuscular adaptations associated with different types of exercise and the benefits of these for performance

Learning outcomes The learner will:	Assessment criteria The learner can:

5. Know the structure and function of the endocrine system in relation to health and fitness	5.1 Describe the role of the endocrine system
	
	5.2 Recognise the location, structure and functions of the endocrine glands of the body
	
	5.3 Describe the main functions of hormones in the body, to include:
	  • growth hormone
	  • thyroid hormones
	  • corticosteroids
	  • catecholamines
	  • insulin
	  • glucagon
	
	5.4 Explain the lifestyle factors that affect endocrine health

6. Understand the role of the energy systems in relation to physical activity, exercise and training	6.1 Describe the energy substrates and by-products of each energy system
	
	6.2 Explain the processes by which adenosine triphosphate (ATP) is re-synthesised in each energy system
	
	6.3 Explain the relative contribution of each energy system to total energy expended in activities with different characteristics, to include:
	  • intensity
	  • duration
	  • type

7. Know the structure and function of the digestive system in relation to health and fitness	7.1 Describe the structure of each section of the gastrointestinal tract in relation to its functions 7.2 Describe the location and functions of each of the digestive organs 7.3 Explain the role of the digestive system in maintaining health 7.4 Explain the implications of different dietary practices for the digestive system 7.5 Explain the importance of physical activity for digestive system health
Assessment	Theory paper

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to access credible information about nutrition for exercise and health	1.1 Interpret evidence-based nutritional guidelines from credible sources, to include: • national food guides • professional dietetic bodies • independent scientific bodies 1.2 Distinguish between credible evidence-based information and unscientific claims made in the media
2. Know common nutritional terms related to exercise and health	2.1 Define common nutritional terms, to include: • health • diet • wellness/well-being • healthy eating • balanced diet • nutrition • nutrient • macronutrient • micronutrient • phytonutrient
3. Know the nutrients required to maintain health	3.1 Describe the macronutrients and their functions 3.2 Evaluate good dietary sources of each macronutrient 3.3 Recognise the transport, storage and metabolised forms of each macronutrient 3.4 Explain the glycaemic index rating system for foods containing carbohydrates and its importance for human health 3.5 Identify key micronutrients and their functions 3.6 Identify good dietary sources of key micronutrients 3.7 Evaluate the importance of phytonutrients to human health 3.8 Describe the functions of water in the body

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Know how nutrients from food are used to fuel and recover from physical activity	4.1 Evaluate the functions of macronutrients, micronutrients and water in relation to exercise performance and recovery 4.2 Recognise how training may affect an individual's nutritional requirements 4.3 Describe the nutrients used for generating energy 4.4 Analyse the relative contribution of each nutrient to total energy expenditure in activity of different intensities 4.5 Evaluate the role of each macronutrient in post-exercise recovery and relate this to post-exercise dietary guidelines
5. Know how to estimate daily energy and nutrient requirements for clients with different goals	5.1 Define terms related to weight management to include: • calorie • energy balance • negative energy balance • positive energy balance • basal metabolic rate (BMR) • thermic effect of food (TEF) • thermic effect of physical activity (TEPA) • non-exercise activity thermogenesis (NEAT) 5.2 Describe safe and effective guidelines for the rate of fat loss achievable through diet modification and exercise 5.3 Critically compare guidelines for the rate of muscle gain achievable through diet modification and exercise to analyse safety and effectiveness 5.4 Explain safe and effective guidelines for tailoring nutrition to optimise preparation and performance in endurance events, to include: • pre-event nutrition, e.g. carbohydrate loading, fat loading • nutrition during the event • post-event nutrition
6. Know the risks of poor nutritional and lifestyle practices	6.1 Describe the signs, symptoms and risks of dehydration 6.2 Analyse the risks of diets that severely restrict energy intake 6.3 Analyse the risks of diets that contain high intakes of processed food products and few real foods 6.4 Evaluate the role of alcohol as a non-nutrient dietary source of energy 6.5 Evaluate the effects of caffeine on the body

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Know the nutritional considerations for specific client groups	7.1 Explain the importance of a balanced diet for pre and postnatal clients
	7.2 List the sources of food which are important for pre and postnatal clients
	7.3 List the foods which should be avoided during pregnancy and the reasons for these
	7.4 Explain the importance of a balanced diet for older adults
	7.5 List the sources of food which are important for older adults
	7.6 Explain the relevant nutritional guidelines for specified medical conditions, to include: • hypertension • obesity • cardiac pulmonary disease • diabetes • stress
	7.7 Recognise the professional boundaries for a personal trainer with regard to providing nutritional information and advice
	7.8 Recognise when to refer or signpost a client to a professional qualified to deal with specific nutritional and dietary requirements
8. Be able to analyse clients' dietary habits and identify areas for improvement	8.1 Use appropriate methods to collect nutritional information from clients with different goals, to include: • fat loss • muscle gain • preparing for an endurance event • preparing for a strength and power event
	8.2 Use appropriate methods to analyse a client's nutritional information
	8.3 Analyse a client's collected nutritional data to identify areas of improvement in line with current nutritional guidelines
	8.4 Analyse a client's collected data to identify areas of improvement in line with their nutritional goals
Assessment	Theory paper
	Case study
	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how lifestyle factors affect a client's health and well-being	1.1 Explain the biological, behavioural, psychological and social components of health and well-being 1.2 Describe the lifestyle factors that can affect an individual's health and well-being, to include: • dietary intake • stress • fatigue • alcohol • levels of physical activity 1.3 Describe the factors that determine the success of a client when attempting to make a lifestyle behaviour change
2. Understand commonly occurring medical conditions and how they may impact a client's lifestyle	2.1 Identify the causes of specified medical conditions, to include: • hypertension • obesity • cardiorespiratory disease • diabetes • stress 2.2 Identify the progression of specified medical conditions 2.3 Identify the risk factors of specified medical conditions 2.4 Describe the clinical signs and symptoms of specified medical conditions 2.5 Describe the risks and benefits of exercise for specific medical conditions, to include • exercise guidelines, restrictions and contraindications • nutritional guidelines 2.6 Describe how specified medical conditions may impact a client's lifestyle, for example: • dietary modifications • exercise contraindications • ability to partake in physical activity 2.7 Describe considerations for exercise when dealing with comorbidities

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand how to risk-stratify and when to refer clients with common medical conditions	3.1 Recognise risk stratification models used to assess risk
	3.2 Describe how different conditions and pathophysiology are risk stratified, including contraindications for exercise
	3.3 Recognise when clients need to be signposted to other professionals
	3.4 Identify the reasons a client should be signposted to a medical or healthcare professional
	3.5 Explain how signposting a client to other services can support lifestyle behaviour change
	3.6 Recognise when to refer or signpost a client to other professionals regarding lifestyle behaviours e.g. smoking cessation, alcohol addiction counselling, dietitian, counsellor
	3.7 Recognise the professional boundaries for a personal trainer with regard to providing nutritional information and advice
	3.8 Recognise when to refer or signpost a client to a professional qualified to deal with specific nutritional and dietary requirements
Assessment	Assignments
	Worksheet
	Modular summative observation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of communication skills to effectively communicate and engage with clients	1.1 Describe the concept of client touch points within an organisation
	1.2 Explain the importance of positive client experiences at every touch point
	1.3 Outline the importance of effective communication skills for a personal trainer
	1.4 Explain how to create a positive impression of self
	1.5 Explain how to get to know different clients
	1.6 Describe ways to build a rapport with different clients
	1.7 Describe methods of initiating conversation with a client or customer
	1.8 Explain how a personal trainer's communication skills can influence the quality of information offered by a client
	1.9 Explain how a personal trainer's communication skills can influence a client's programme success
	1.10 Explain how a personal trainer's communication style can influence a client's motivation and commitment to making lifestyle changes
	1.11 Explain how non-verbal communication influences consultation and programme outcomes
	1.12 Describe the types of action that clients will see as adding value to their experience
	1.13 Describe the behaviours that will make a client feel special
2. Understand techniques used to effectively communicate and engage with clients	2.1 Describe the effective communication skills that can enhance a relationship between the personal trainer and their client
	2.2 Explain the difference between open and closed questions
	2.3 Describe the process of active listening
	2.4 Describe how to use affirming statements
	2.5 Describe how to use reflective statements effectively
	2.6 Describe types of non-verbal communication
	2.7 Explain how to adapt communication for a range of participant needs and types

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand techniques used to support clients making lifestyle behaviour changes	3.1 Identify techniques that can be used to determine a client's level of readiness to make a lifestyle change
	3.2 Describe how techniques can be used to determine a client's level of readiness to make a lifestyle change
	3.3 Explain how a process of goal-setting, monitoring, reviewing and evaluating can be used to support clients when making lifestyle behaviour changes
	3.4 Explain how social support will influence the success of a client when attempting to make a lifestyle behaviour change
	3.5 Explain how providing client education can support lifestyle behaviour changes
	3.6 Explain how signposting a client to other services can support lifestyle behaviour changes
	3.7 Identify techniques that can be used to help a client change their lifestyle behaviour
	3.8 Describe techniques that can be used to help a client change their lifestyle behaviour
4. Understand how to create a positive environment that motivates and empowers clients to meet their desired goals	4.1 Explain how to create a positive environment that motivates and empowers clients to achieve their desired goals
	4.2 Explain how the environment can have an effect on adherence to a behaviour change programme
	4.3 Describe the environmental factors that can have a positive effect on adherence and achievement of goals

Learning outcomes The learner will:	Assessment criteria The learner can:

5. Know how to assess clients' health and fitness	5.1 Explain when it may be appropriate to carry out passive assessments on a client, to include:
	• Resting heart rate
	• Resting blood pressure
	• Anthropometric measurements, including:
	  • Height and weight (BMI)
	  • Hip and waist
	  • Other girth measurements, for example, chest, arms, thighs, calves
	  • Body composition
	
	5.2 Explain when it may be appropriate to carry out active assessments on a client, to include:
	• Cardiovascular fitness tests
	• Muscular endurance tests
	• Muscular strength tests
	• Motor skills tests
	• Flexibility tests
	
	5.3 Analyse the strengths and limitations of the assessments identified in 5.1 and 5.2 in relation to VARTEC:
	• Validity
	• Accuracy
	• Reliability
	• Time
	• Equipment
	• Cost
	
	5.4 Describe established protocols for the assessments identified in 5.1 and 5.2
	
	5.5 Explain how the findings of health and fitness assessments could affect a client's health and/or exercise performance

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Know how to assess a client's static and dynamic posture using established protocols	6.1 Explain when it may be appropriate to carry out static and dynamic posture assessments on clients
	6.2 Analyse the strengths and limitations of static and dynamic posture assessments in relation to VARTEC: • Validity • Accuracy • Reliability • Time • Equipment • Cost
	6.3 Describe how to carry out a static posture assessment
	6.4 Describe how to carry out an overhead squat assessment
	6.5 Recognise what to look for when carrying out a static posture assessment
	6.6 Recognise what to look for when carrying out an overhead squat assessment
	6.7 Explain how the findings of static and dynamic posture assessments could affect a client's health and/or exercise performance
	6.8 Recognise that postural imperfections and irregular movement patterns do not always require correcting, and explain the reasons why
7. Understand how technological advancements can help clients increase their activity levels and stay motivated and focused	7.1 Describe major technological developments in health, fitness and exercise
	7.2 Describe how information technology (IT) applications are used to support, enhance and manage health and fitness assessments
	7.3 Describe how data can be used to inform the implementation of specific client exercise programmes
	7.4 Explain how current technology can help clients to increase their activity levels, for example: • Pedometers • Heart rate monitors • Mobile phone applications • Wearable technologies
	7.5 Explain how current technology can help clients stay motivated and focussed to help them achieve their goals
	7.6 Describe ways that health, fitness and exercise professionals can engage with their clients, using current technology, to facilitate increased motivation and goal achievement

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Understand how to monitor and interpret client data from a range of current information technology (IT) applications	8.1 Describe how information technology (IT) applications are used to support, enhance and manage the analysis of collected assessment data 8.2 Describe the process of gathering client data using a range of current information technology (IT) applications 8.3 Identify methods of monitoring client data from a range of current information technology (IT) applications 8.4 Explain how to interpret gathered client data from a range of current information technology (IT) applications
9. Be able to establish a rapport and engage clients in conversation about their health and fitness	9.1 Initiate conversation with a client and conduct an appropriate self-introduction 9.2 Demonstrate effective consultation/helping skills 9.3 Communicate with clients using a range of appropriate techniques 9.4 Communicate in a way that encourages and motivates clients 9.5 Ask open-ended questions that encourage the client to speak at length 9.6 Use active listening to create a rapport with the client 9.7 Use appropriate non-verbal communication to develop a rapport with the client 9.8 Use simple and complex reflective statements to progress conversation 9.9 Focus conversation on topics that are relevant to the client's specific health and fitness aims

Learning outcomes The learner will:	Assessment criteria The learner can:
10. Be able to collect meaningful information about clients	10.1 Describe the pre-test guidelines that clients should follow to ensure a fair, accurate and comparable assessment 10.2 Use a validated health-screening questionnaire to screen a client for medical conditions 10.3 Explain the process for signposting a client to a medical or healthcare professional if necessary 10.4 Implement a process of informed consent prior to collecting personal details from a client 10.5 Collect meaningful personal, physical activity, nutritional and lifestyle information from clients 10.6 Record the content of verbal discussions accurately 10.7 Use established protocols to safely and effectively carry out a range of assessments on a client, to include: - Passive assessments - Active assessments - Static posture assessments - Overhead squat assessments 10.8 Use collected data to perform calculations and risk stratification 10.9 Interpret information collected during health screening and fitness assessment to identify strategies that will support the client in improving their health and/or exercise performance
11. Be able to assess clients' readiness to change behaviour	11.1 Help the client to identify specific lifestyle behaviours that they have reason to change in order to achieve their health and fitness aims 11.2 Determine a client's level of readiness to change a specified lifestyle behaviour 11.3 Help clients to identify their personal barriers to making lifestyle changes 11.4 Use techniques to help clients identify ways of overcoming barriers to lifestyle change

Learning outcomes The learner will:	Assessment criteria The learner can:
12. Be able to facilitate goal-setting and action planning	12.1 Determine whether a client is ready to set physical activity and lifestyle goals
	12.2 Explain the process of goal-setting and action planning to the client
	12.3 Assist a client to set specific, measurable, achievable, relevant and time-bound (SMART) goals with short-, medium- and long-term time frames for each lifestyle behaviour relevant to their goal
	12.4 Advise a client on realistic and safe time frames for physiological adaptation
	12.5 Highlight the importance of changing complementary lifestyle behaviours relevant to the client's goals
	12.6 Raise the client's awareness of the need to change a specified lifestyle behaviour in relation to a stated goal
	12.7 Help the client to identify the discrepancies between their current lifestyle behaviours and the behaviours required in order to achieve their stated goals
13. Be able to provide relevant information to clients	13.1 Determine what information is relevant to the client
	13.2 Provide credible information to the client
	13.3 Signpost clients to relevant products and services that may increase their capability or opportunity to make lifestyle behaviour changes
	13.4 Explain the benefits of making healthy lifestyle behaviour changes to clients
	13.5 Reinforce the benefits of positive lifestyle behaviour changes that the client expresses an interest in making
	13.6 Explain how to include everyday physical activities as part of a client's lifestyle to complement exercise sessions
14. Be able to close sessions in a way that encourages ongoing client motivation and goal achievement	14.1 Schedule programme reviews with clients
	14.2 Explain how repeating assessment measurements using consistent protocols enables progress to be determined
	14.3 Explain the expected changes in measurements and assessments to clients
	14.4 Explain the benefits of reviewing client progress against planned targets at agreed intervals
	14.5 Agree a communication and support strategy between personal training sessions
15. Be able to use information technology (IT) applications in line with legislation and professional standards	15.1 Use appropriate information technology (IT) applications to manage the effectiveness of a client's exercise programme
	15.2 Collect, record and analyse data, adhering to legal, ethical and professional standards

Learning outcomes The learner will:	Assessment criteria The learner can:
16. Be able to evaluate and adapt own communication styles	16.1 Interpret and evaluate own communication styles 16.2 Collect feedback from clients relating to own communication styles 16.3 Identify ways to adapt own communication styles for a range of client types
Assessment	Assignment Worksheets Modular summative observations

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of safe and effective personal training programme design	1.1 Describe the current evidence-based frequency, intensity, time and type (FITT) guidelines for safe exercise programme design for healthy adults
	1.2 Describe guidelines for programme design to minimise injury risk and optimise recovery between training sessions and enable physiological adaptation to occur
	1.3 Describe a range of training methods/techniques that can be used to meet the needs of clients with a range of goals and ability levels, to include: • Muscular endurance techniques • Hypertrophy/strength techniques • Cardiovascular techniques • Functional techniques • Flexibility techniques
	1.4 Explain how an exercise technique can be regressed, progressed or modified using a range of variables to ensure that it meets a client's needs and goals
	1.5 Explain how to select exercises, training protocols, equipment and environments that meet a client's goals, ability level and preferences
	1.6 Identify ways to observe and refine a client's technique and postural alignment to maximise movement efficiency and performance
2. Understand the principles of periodisation and how they can be used effectively to meet client goals and needs	2.1 Describe the principles of periodised programme design
	2.2 Describe a range of periodised programme designs
	2.3 Explain how to apply the principles of periodisation to programmes for a range of goals and client needs, to include: • Health-related clients • General fitness clients • Fitness or sporting clients working towards an event • Hypertrophy or strength-related clients

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Know how to safely and effectively integrate the use of alternative environments into personal training sessions	3.1 Describe the types of alternative environments that can be used for fitness training, to include: • Outdoor environments • Indoor environments 3.2 Explain the benefits and disadvantages of each training location 3.3 Identify the legal and regulatory requirements for health and safety specific to outdoor fitness training 3.4 Identify possible hazards and risks in outdoor fitness training environments 3.5 Describe how to manage identified risks in outdoor fitness training environments 3.6 Describe how training systems can be used when designing an outdoor fitness programme 3.7 Identify a range of exercises suitable for outdoor fitness training

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to plan safe and effective exercise sessions in alternative environments	4.1 Manage the health and safety of the chosen training environment 4.2 Plan exercise sessions in alternative environments using a safe and effective session structure to meet the client's needs and goals, to include: • Warm-up • Main workout • Cool-down 4.3 Select safe and effective exercises/equipment for inclusion in exercise sessions in alternative environments that are appropriate to the client's needs, for example: • Medicine balls • Kettlebells • Suspension equipment • Resistance bands • Resistance tubes • Hand weights • Weighted bags • SAQ ladders • Ropes 4.4 Plan exercises that make effective use of the exercise environment, for example: • Trees • Steps/stairs • Benches • Fences/gates • Hills • Park equipment • Lamp posts 4.5 Plan adaptations and modifications to regress, progress and accommodate different client needs 4.6 Record the session plan using an appropriate format

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Be able to deliver safe and effective exercise sessions in alternative environments	5.1 Use appropriate techniques and communication skills to: • Greet clients • Build a rapport • Gather information and check readiness to exercise 5.2 Provide appropriate advice and guidance in response to information gathered, to include: • When to signpost to a medical professional • When to defer, and • When to allow participation 5.3 Explain the appropriate health and safety considerations to clients 5.4 Use appropriate instructional and coaching methods to support clients' performance 5.5 Instruct a safe and effective warm-up 5.6 Instruct a safe and effective main workout 5.7 Instruct a safe and effective cool-down component 5.8 Monitor exercise intensity 5.9 Monitor exercise safety 5.10 Adapt or modify exercises, as appropriate, to accommodate clients' needs and the environment 5.11 Respond accurately/appropriately to clients' questions 5.12 Use motivation techniques that are appropriate to the component and clients' needs 5.13 Use appropriate language and tone that is clear, encouraging and supports clients' goals

6. Know a range of group personal training options available to clients	6.1 Describe a range of group personal training methods, to include:
	• Gym floor classes/'fast classes'
	• Private-group personal training
	• Group training in alternative environments
	• Special population classes, for example:
	  • Older adults
	  • Pre and postnatal
	
	6.2 Explain the benefits and challenges of delivering group personal training sessions
	
	6.3 Explain how to match client needs to specific group personal training sessions

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Know how to plan safe and effective group personal training sessions	7.1 Identify the health and safety considerations when planning group personal training sessions
	7.2 Outline a safe and effective session structure, to include: • Warm-up • Main workout • Cool-down
	7.3 Identify safe and effective exercises/equipment for inclusion in group personal training sessions
	7.4 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different clients' needs
	7.5 Describe how the main workout can be planned to meet the needs of different clients, for example: • Fitness level/experience (beginner/intermediate/advanced) • Goals (general fitness/weight loss/muscular fitness/cardiovascular fitness/motor fitness) • Time available
	7.6 Describe how to incorporate the use of a partner or group in personal training sessions
8. Be able to deliver safe and effective small-group personal training sessions	8.1 Use appropriate techniques and communication skills to: • Greet clients • Build a rapport • Gather information and check readiness to exercise
	8.2 Provide appropriate advice and guidance in response to information gathered, to include: • When to signpost to a medical professional • When to defer, and • When to allow participation
	8.3 Explain the appropriate health and safety considerations to clients
	8.4 Use appropriate instructional and coaching methods to support clients' performance
	8.5 Deliver a safe and effective warm-up
	8.6 Deliver a safe and effective main workout
	8.7 Deliver a safe and effective cool-down component
	8.8 Monitor exercise intensity
	8.9 Monitor exercise safety
	8.10 Adapt or modify exercises, as appropriate, to accommodate clients' needs
	8.11 Respond accurately/appropriately to clients' questions
	8.12 Use motivation techniques that are appropriate to the component and clients' needs
	8.13 Use appropriate language and tone that are clear, encouraging and support clients' goals

Learning outcomes The learner will:	Assessment criteria The learner can:
9. Understand the scope and professional boundaries of personal training for pre and postnatal women	9.1 Explain the value of physical activity for pre and postnatal clients 9.2 Describe exercise contraindications and safety considerations for pre and postnatal women 9.3 Describe appropriate types of activity for a pre or postnatal client 9.4 Identify any specific risks for a pre or postnatal client when participating in physical activity 9.5 Describe ways to manage the identified risks
10. Understand the scope and professional boundaries of personal training for older adults	10.1 Explain the value of physical activity for the older person 10.2 Outline medical conditions commonly associated with old age 10.3 Describe exercise contraindications and safety considerations for older adults 10.4 Describe a range of safe and effective exercises/physical activities suitable for older adults 10.5 Identify any specific risks for the older adult 10.6 Describe ways to manage the identified risks
11. Be able to design safe and effective personal training programmes and session plans	11.1 Design exercise programmes that align with credible evidence-based guidelines for frequency, intensity, time and type 11.2 Design exercise programmes that take into account individual clients' needs and preferences 11.3 Design programmes that include exercises that are specific to client goals 11.4 Design programmes that include training techniques that are specific to clients' aims and appropriate for their ability level 11.5 Select exercise environments that align with client preferences and enable exercise to be performed safely 11.6 Design sessions and programmes that follow established guidelines for preparation and recovery to minimise injury risk and optimise adaptation and performance 11.7 Design progressive exercise programmes that apply the principles of periodisation
12. Be able to provide a session introduction that prepares the client for exercise	12.1 Assess client readiness to participate in the planned session 12.2 Explain the content and structure of the planned session in relation to the client's goals and ability 12.3 Encourage client questions and feedback to enable modification of the planned session 12.4 Outline health and safety information specific to the planned activities and session environment

Learning outcomes The learner will:	Assessment criteria The learner can:
13. Be able to instruct safe and effective exercise technique	13.1 Instruct the client to perform exercises with correct technique and postural alignment
	13.2 Use appropriate verbal, visual and kinaesthetic cues to correct client exercise technique and improve movement quality
	13.3 Positively reinforce correct exercise performance to build self-efficacy
	13.4 Observe movement accurately and identify valid strategies to improve the client's exercise technique
	13.5 Provide modifications of exercise technique to enable safe and effective execution of the movement, as required
14. Be able to monitor a client during exercise sessions	14.1 Monitor exercise performance, intensity and client feedback
	14.2 Adapt the level of exercise complexity and intensity in response to monitoring observations
	14.3 Monitor the exercise environment to ensure client safety and comfort
15. Be able to provide motivation and encouragement	15.1 Use appropriate motivational strategies with clients during sessions
	15.2 Use techniques to increase client motivation to adhere to lifestyle changes between sessions
	15.3 Encourage clients to adhere to planned lifestyle behaviour changes
16. Be able to monitor client progress and adapt the programme accordingly	16.1 Keep accurate records of session performance to enable progress to be tracked over time
	16.2 Adapt planned session content and record changes made in response to client progress and feedback
	16.3 Keep accurate records of changes made to the programme and sessions
17. Be able to review client progress and satisfaction	17.1 Review client performance and satisfaction at the end of sessions
	17.2 Request feedback on client satisfaction with the personal training programme and service
	17.3 Request feedback on ways to improve own performance in delivering personal training sessions
Assessment	Case study
	Worksheets
	Modular summative observations
	Summative observation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal and professional requirements for personal training qui nullante consedi con es repta dolest	1.1 Summarise the Equality Act and relate it to personal training 1.2 Insert AC 1.2 here upta suntistincte et 1.2 Describe the scope of practice of a personal trainer nullante consedi con es repta dolest 1.3 Explain the importance of professionalism for a personal trainer Insert AC 2.1 here upta suntistincte et 1.4 Explain the standards expected of a personal trainer eatecerit, velendisquas sitatum et a ditist, test qui nullante consedi con es repta dolest 1.5 Evaluate the consequences of employers, employees and self-employed persons not following the legal and professional requirements
2. Insert LO two here upta suntistincte et eatecerit, velendisquas sitatum et a ditist, test qui nullante consedi con es repta dolest	• upta suntistincte et eatecerit, velendisquas sitatum et a ditist, test qui nullante consedi con es repta dolest
Assessment	Insert assessment information here.
2. Understand health and safety in the workplace	2.1 Describe the responsibilities of an employer for health and safety in the workplace 2.2 Describe the responsibilities of an employee for health and safety in the workplace 2.3 Describe the responsibilities of the self-employed person for health and safety in the workplace 2.4 Explain the term 'duty of care' relating to the health and safety and welfare of: • self • other staff or professionals • clients • special population groups 2.5 Evaluate the consequences of employers, employees and self-employed persons not following the legal requirements
3. Understand the requirements of a self-employed individual	3.1 Explain the requirements for the self-employed in the UK, to include: • registration • keeping business records • completing a self-assessment tax return • paying income tax • business expenses 3.2 Describe the insurance requirements for being a self-employed individual 3.3 Explain the demands of running a successful personal training business

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the legal and professional requirements for the management of personal information and records	4.1 Summarise the Data Protection Act to explain the legal requirements for the collection, usage, storage and disposal of personal information and records 4.2 Explain the importance of accurate and confidential record keeping 4.3 Explain the importance of maintaining standards when collecting, recording and using data from and on information technology (IT) applications 4.4 Evaluate the consequences of employers, employees and self-employed persons not following the legal and professional requirements
5. Understand marketing techniques and tactics	5.1 Define the term 'marketing' 5.2 Explain the role of marketing a personal training business 5.3 Identify the factors that influence marketing decisions 5.4 Explain the components of a marketing mix 5.5 Evaluate the advantages and disadvantages of common marketing methods or techniques for a personal training business 5.6 Explain the purpose of a marketing plan/strategy for a personal training business 5.7 Evaluate different methods of market research 5.8 Explain how to conduct market research for a personal training business 5.9 Describe methods of analysing results/data from market research activities 5.10 Explain the importance of setting goals for marketing performance 5.11 Explain the importance of personal characteristics and interpersonal skills when marketing self and the personal training business 5.12 Identify ways to positively promote self and personal training business using a range of resources 5.13 Describe the potential damage of a negative digital profile
6. Understand how to close a sale	6.1 Explain the importance of building rapport and gaining commitment from prospective clients prior to closing a sale 6.2 Explain the importance of taking action to close a sale 6.3 Describe ways to gain commitment and close sales

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Understand how to set budgets and manage finances in a personal training business	7.1 Describe the purpose of an annual budget 7.2 Explain the purpose of income and expenditure budgeting 7.3 Explain how to forecast cash flow 7.4 Define gross profit 7.5 Define net profit 7.6 Give examples of typical business costs included in a budget 7.7 Explain the difference between direct and indirect costs 7.8 Describe the purpose of a balance sheet and profit and loss account 7.9 Describe the purpose of key performance indicators (KPIs) 7.10 Describe how additional services or products will benefit clients 7.11 Describe how clients' use of additional services or products will benefit a personal training business
8. Understand how to monitor and interpret business data from a range of current information technology (IT) applications	8.1 Describe the process of gathering business data using a range of current information technology (IT) applications 8.2 Identify methods of monitoring business data from a range of current information technology (IT) applications 8.3 Explain how to interpret gathered business data from a range of current information technology (IT) applications
9. Understand how information technology (IT) applications are used to support effective business planning and delivery	9.1 Identify current information technology (IT) applications that are used to support effective business planning and delivery 9.2 Identify ways information technology (IT) applications can be used to support effective business planning and delivery 9.3 Describe the risks and benefits of using information technology (IT) applications to support effective business planning and delivery 9.4 Evaluate technologies that support effective business planning and delivery

Learning outcomes The learner will:	Assessment criteria The learner can:
10. Understand the professional and personal importance of continuing professional development (CPD)	10.1 Explain the benefits of reflection and continuing professional development (CPD) 10.2 Explain how to reflect on own work and highlight ways of improving skills, knowledge and practice 10.3 Describe how to work with others to evaluate own skills, knowledge and practice 10.4 Explain how to plan own continuing professional development 10.5 Outline the importance of being able to plan, organise and manage own time effectively 10.6 Explain how to access sources of information required to fulfil continuing professional development 10.7 Explain how being an effective communicator can enhance the development of professional opportunities, to include: • verbal communication • written communication
11. Be able to plan and strategise to develop a successful personal training business	11.1 Produce business objectives and key performance indicators (KPIs) to measure the success of a personal training business 11.2 Identify strategies to retain existing and gain new clients in a personal training business 11.3 Identify contingency plans to allow adaptation of strategies to ensure development and sustainability in line with key performance indicators 11.4 Plan regular review points to monitor and evaluate the personal training business in line with key performance indicators (KPIs) and business objectives 11.5 Evaluate own strengths, weaknesses, opportunities and threats in relation to starting and running a personal training business 11.6 Develop a personal action plan to address own strengths, weaknesses, opportunities and threats 11.7 Develop relevant marketing strategies to engage and attract prospective clients 11.8 Identify additional services or products that may interest clients 11.9 Identify opportunities for offering clients additional services or products
Assessment	Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of cleanliness in sport and active leisure facilities	1.1 Explain why it is important to have high standards of cleanliness within sport and active leisure facilities
	1.2 List the benefits of a good cleaning regime
2. Understand how cleaning is carried out in an active leisure environment	2.1 Describe how an active leisure facility maintains standards of cleanliness
	2.2 List a range of cleaning substances used in sport and active leisure facilities, for example: • abrasive cleaners • acidic cleaners • alcohol • alkali cleaners • detergents • disinfectants • scouring powders • multi-purpose cleaners • soap • solvents • spot removers
	2.3 Describe the principle uses and precautions for a range of cleaning substances, for example: • abrasive cleaners • acidic cleaners • alcohol • alkali cleaners • detergents • disinfectants • scouring powders • multi-purpose cleaners • soap • solvents • spot removers
	2.4 Describe how to maintain the safety of customers and other staff when carrying out cleaning operations
	2.5 Describe how to show courtesy and consideration to customers when carrying out cleaning operations
	2.6 List the precautions that should be taken when using hazardous substances for cleaning operations
	2.7 Describe the types of personal protective equipment that are necessary for certain cleaning operations in an active leisure environment and when they should be used
	2.8 Describe the procedures for disposing of waste from cleaning operations

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand safe working practices relating to the Control of Substances Hazardous to Health (COSHH) Regulations	3.1 Give examples of the types of substances included under COSHH 3.2 List the problems caused by hazardous substances 3.3 Define the requirements of employers and employees as stated in the COSHH Regulations 3.4 List the types of information provided in COSHH assessments 3.5 Describe why COSHH assessments are important
4. Understand how to carry out effective cleaning routines in all areas of a sport and active leisure facility	4.1 Describe the cleaning routines for a range of areas / facilities found in a sport and active leisure facility to include: • toilets • changing rooms • swimming pools • health suits (gyms and studios) • children's play areas and equipment • sports halls and squash courts • external areas 4.2 Explain the importance of safe storage and maintenance of cleaning equipment
5. Understand how to deal with spillages, breakages and waste in a sport and active leisure facility	5.1 Give examples of hazardous and non-hazardous waste in sport and active leisure facility 5.2 Describe how to deal with different types of hazardous waste in sport and active leisure facility 5.3 Describe how to dispose of different types of waste correctly 5.4 Give examples of how a sport and active leisure facility could deal with lost property
Assessment	Worksheet

Unit 14 T/618/3457   Level: 3
Unit Title: Developing exceptional customer care skills

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to build relationships with different types of customers	1.1 Describe ways to build rapport with different customers 1.2 Explain how you can get to know your customers 1.3 Explain how to adapt communication for specific customers, to include: • customers with disabilities • children/teenagers • customers who do not have English as a first language
2. Understand how to deal with angry or upset customers	2.1 Explain how to adapt communication for customers who are angry, to include: • face-to-face • on the telephone • in writing (by email) • via social media / e-media 2.2 Explain how to adapt communication for customers who are upset
3. Understand equality and diversity in the customer environment	3.1 Describe the terms equality and diversity 3.2 Give examples of the diverse needs that customers may have 3.3 Outline the key points of equality and diversity legislation that relate to customer care 3.4 Explain why it is important for an organisation to provide for equality and diversity in its services 3.5 Give examples of what a member of staff can do to support equality and diversity in their organisation, to include: • respect for working colleagues • meeting the needs of customers 3.6 Give examples of behaviours that might cause offence to specific customers 3.7 Describe how to ensure that all customers are treated with equality and given the same opportunities and respect

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to interact with different types of customers	4.1 Adapt communication with specific customers, to include: • new customers • regular customers • customers with disabilities • children/teenagers • older adults • customers with English as a second language • angry customers • upset customers
5. Understand how to deal with customer complaints and problems	5.1 Describe how to apply problem solving theories to resolve a customer care issue 5.2 Describe typical customer problems 5.3 Identify the differences between assertive, aggressive, manipulative and passive behaviour 5.4 Identify how own behaviour might affect the behaviour of others 5.5 Identify the types of customer behaviour that you personally find challenging to deal with 5.6 Identify ways to deal with customer behaviour you feel personally challenging 5.7 Describe how to reassure customers while their problems are being solved
6. Understand when to pass information on to a senior colleague	6.1 Explain how to pass on the complaint to a more senior member of staff if there is sufficient reason to do so 6.2 Explain why it is important for a member of staff to get feedback from the customer and follow up any remaining issues 6.3 Explain the importance of giving feedback to other colleagues involved which will help them avoid future complaints 6.4 Explain the importance of keeping clear records of the way a problem or complaint has been handled 6.5 Describe an organisations complaint or problem solving procedure

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Be able to deal with customer complaints and problems	7.1 Summarise the details of the complaint or problem accurately and to customer satisfaction
	7.2 Investigate the facts of the complaint in order to establish how it should be dealt with
	7.3 Identify a range of solutions
	7.4 Identify the benefits of different solutions for the customer and the organisation
	7.5 Identify the drawbacks of different solutions for the customer and the organisation
	7.6 Report the findings of your investigation to your customer and offer your chosen solution
	7.7 Check that the solution is acceptable to the customer
	7.8 Check the customer is satisfied with the outcome of the customer care they have received
	7.9 Record the outcome of the complaint or problem according to the organisation's procedures
Assessment	Worksheet
	Assignment / case-study
	Observed customer scenario

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the recruitment process	1.1 Explain the different stages in the recruitment and selection process
	1.2 Describe the purpose and structure of a job description and person specification
	1.3 Describe different recruitment and selection methods
	1.4 Evaluate the advantages and disadvantages of a range of recruitment and selection methods
	1.5 Describe how to judge whether applicants meet the stated requirements of the vacancy
	1.6 Identify appropriate legislation and relevant codes of practice when recruiting and selecting people
2. Understand how to facilitate professional development of colleagues	2.1 Explain the induction process and its importance to the new team member
	2.2 Describe how to identify learning needs and skills gaps within your team
	2.3 Describe how to prepare a written learning and development plan
	2.4 Explain the importance of regularly reviewing and updating written learning and development plans
3. Understand how to implement a performance appraisal as part of employee career development	3.1 Explain the importance of performance appraisals
	3.2 Describe the main aims of a performance appraisal
	3.3 Describe a range of methods used to assess performance
	3.4 Describe how to take account of equality legislation and relevant codes of practice when implementing a performance appraisal
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand equality, diversity and inclusion in the workplace	1.1 Explain equality, diversity and inclusion
	1.2 Explain the importance of equality, diversity and inclusion across aspects of organisational policy
	1.3 Explain the potential consequences of breaches of equality legislation
2. Understand the personal aspects of equality, diversity and inclusion in the workplace	2.1 Describe own responsibilities for equality, diversity and inclusion in the workplace
	2.2 Explain the different forms of discrimination and harassment
	2.3 Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace
	2.4 Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace
3. Understand how to support equality, diversity and inclusion in the workplace	3.1 Explain how to ensure colleagues are aware of their responsibilities for maintaining equality, diversity and inclusion in the workplace
	3.2 Explain how potential issues relating to equality, diversity and inclusion in the workplace can be identified
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of workforce management	1.1 Explain the relationship between Human Resources (HR) functions and other business functions
	1.2 Explain the purpose and process of workforce planning
	1.3 Explain how employment law affects an organisation's HR and business policies and practices
	1.4 Evaluate the implications for an organisation of utilising different types of employment contracts
	1.5 Evaluate the implications for an individual of different types of employment contracts
2. Understand equality of opportunity, diversity and inclusion	2.1 Explain an organisation's responsibilities and liabilities under equality legislation
	2.2 Explain the benefits that effective equality of opportunity, diversity and inclusion policies bring to individuals and organisations
	2.3 Explain the language and behaviour that support commitments to equality of opportunity, diversity and inclusion
	2.4 Explain how to measure diversity within an organisation
3. Understand team building and dynamics	3.1 Explain the difference between a group and a team
	3.2 Outline the characteristics of an effective team
	3.3 Explain the techniques of building a team
	3.4 Explain techniques to motivate team members
	3.5 Explain the importance of communicating targets and objectives to a team
	3.6 Examine theories of team development
	3.7 Explain common causes of conflict within a team
	3.8 Explain techniques to manage conflict within a team
4. Understand performance management	4.1 Identify the characteristics of an effective performance management system
	4.2 Explain the uses of specific, measurable, achievable, realistic and time-bound (SMART) objectives and priorities
	4.3 Describe best practice in conducting appraisals
	4.4 Explain the factors to be taken into account when managing people's well-being and performance
	4.5 Explain the importance of following disciplinary and grievance processes

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Understand training and development	5.1 Explain the benefits of employee development
	5.2 Explain the advantages and limitations of different types of training and development methods
	5.3 Explain the role of targets, objectives and feedback in employee development
	5.4 Explain how personal development plans support the training and development of individuals
	5.5 Explain how to make use of planned and unplanned learning opportunities to meet individuals' preferred learning styles
	5.6 Explain how to support individuals' learning and development
6. Understand reward and recognition	6.1 Describe the components of 'total reward'
	6.2 Analyse the relationship between motivation and reward
	6.3 Explain different types of pay structures
	6.4 Explain the risks involved in the management of reward schemes
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to manage a project	1.1 Explain the features of a project business case
	1.2 Explain the stages of a project lifecycle
	1.3 Explain the roles of people involved in a project
	1.4 Explain the uses of project-related information
	1.5 Explain the advantages and limitations of different project monitoring techniques
	1.6 Describe the interrelationship of project scope, schedule, finance, risk, quality and resources
2. Understand how to support the delivery of a project	2.1 Describe methods of collecting project-related information in accordance with project plans
	2.2 Describe appropriate tools to analyse project information
	2.3 Explain how to report on information analysis
	2.4 Explain how to report issues, anomalies and potential problems
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to maintain relationships with customers	1.1 Describe the concept of customer touch points within an organisation
	1.2 Explain the importance of positive customer experiences at every touch point
	1.3 Explain the importance of customer loyalty and improved customer relationships to an organisation
	1.4 Explain the benefits of customer retention
	1.5 Describe how maintaining relationships with existing customers can provide a competitive advantage for an organisation
2. Understand how to add value to the customer's experience	2.1 Distinguish between routine customer care and going the 'extra mile'
	2.2 Explain the benefits to the customer of going the 'extra mile'
	2.3 Explain the benefits to the organisation of going the 'extra mile'
	2.4 Describe the types of action that customers will see as adding value to their experience
	2.5 Describe the behaviours that will make a customer feel special
3. Understand how to improve a customer's experience	3.1 Explain why it is important to listen to a customer's wants and needs
	3.2 Describe methods of obtaining customer feedback
	3.3 Explain how to use customer feedback to adapt the customer care given within an organisation
	3.4 Describe the importance of positively communicating changes to customer care
	3.5 Describe the importance of monitoring competitor's customer care offering

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand how to promote products and services	4.1 Describe how additional services or products will benefit your customers
	4.2 Describe how your customer's use of additional services or products will benefit an organisation
	4.3 Give examples of how a member of staff can promote their own organisation to customers
	4.4 Give examples of how customers can promote an organisation
	4.5 Identify appropriate services or products that may interest your customer
	4.6 Identify opportunities for offering your customer additional services or products that will improve their customer experience
Assessment	Worksheet
	Assignment / case-study

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the principles of financial management	1.1 Describe the financial regulations relating to the following: • financial reporting • payment of salaries and wages • dealing with income • record keeping • audits
2. Understand how to set budget	2.1 Describe the purpose of an annual budget
	2.2 Explain the purpose of income and expenditure budgeting
	2.3 Define gross profit
	2.4 Define net profit
	2.5 Give examples of typical business costs included in a budget
	2.6 Explain the difference between direct and indirect costs
	2.7 Interpret income and expenditure statements against budgeted forecast
	2.8 Describe the purpose of a balance sheet and profit and loss account
	2.9 Explain the difference between a budget and a profit and loss account
	2.10 Describe the purpose of Key Performance Indicators (KPIs)
	2.11 Give examples of Key Performance Indicators that can be linked to a budget
	2.12 Give examples of how to forecast income and expenditure in order to set budgets
3. Be able to create an income and expenditure budget with Key Performance Indicators	3.1 Provide a breakdown of forecasted income for a business activity or department
	3.2 Provide a breakdown of forecasted expenditure for business activity or department
	3.3 Create an income and expenditure budget with Key Performance Indicators for a business activity or department
Assessment	Worksheet Task

Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the principles of effective decision making	1.1	Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken
	1.2	Assess the importance of analysing the potential impact of decision making
	1.3	Explain the importance of obtaining sufficient valid information to enable effective decision making
	1.4	Explain the importance of aligning decisions with business objectives, values and policies
	1.5	Explain how to validate information used in the decision making process
	1.6	Explain how to address issues that hamper the achievement of targets and quality standards
2. Understand leadership styles and models	2.1	Explain the difference in the influence of managers and leaders on their teams
	2.2	Evaluate the suitability and impact of different leadership styles in different contexts
	2.3	Analyse theories and models of motivation and their application in the workplace
3. Understand the role, functions and processes of management	3.1	Analyse a manager's responsibilities for planning, coordinating and controlling work
	3.2	Explain how managers ensure that team objectives are met
	3.3	Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives
	3.4	Analyse theories and models of management
	3.5	Explain how the application of management theories guide a manager's actions
	3.6	Explain the operational constraints imposed by budgets

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand performance measurement	4.1 Explain the relationship between business objectives and performance measures
	4.2 Explain the features of a performance measurement system
	4.3 Explain how to set key performance indicators (KPIs)
	4.4 Explain the tools, processes and timetable for monitoring and reporting on business performance
	4.5 Explain the use of management accounts and management information systems in performance management
	4.6 Explain the distinction between outcomes and outputs
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal responsibilities of pool operators to provide a safe pool environment	1.1 Describe the legal responsibilities of pool operators to provide a safe pool environment 1.2 State the ways in which pool operators can meet these legal requirements 1.3 List the key current legislation and regulations which relate to pool operations
2. Understand the different types of pools and pool ownership	2.1 Identify a range of pools used in active leisure facilities. 2.2 Describe the main purpose of each of the pools types used in the active leisure sector 2.3 Explain the ownership and management methods used in the active leisure sector
3. Understand the causes of pool water pollution and contamination	3.1 List the causes of pool water pollution to include: • physical pollutants • chemical pollutants • biological pollutants
4. Understand the importance of good bather hygiene prior to the use of pools	4.1 List the advantages to both the user and the pool operators of good hygiene 4.2 List ways to encourage user to utilise good hygiene practice before entering the pool
5. Understand the importance of good standards of cleanliness in the swimming pool environment	5.1 State ways to minimise the transfer of dirt on to pool side 5.2 State the correct processes for the effective cleaning of the pool and surrounds
6. Understand the operating principles of a simple pool water circulation system	6.1 List the main components of a pool water circulation system 6.2 State the correct sequence of the pool water circulation system
7. Know the recommended temperatures for the types of pools	7.1 List the recommended pool water temperatures for a range of pools

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Understand how pool operators provide a safe pool environment	8.1 Explain the reasons for disinfecting swimming pools 8.2 State the pool water tests needed to ensure a safe pool environment 8.3 Describe the process for calculating combined chlorine levels 8.4 Describe the recommended range for pool water pH levels 8.5 List the recommended range for pool water disinfection levels to include: • chlorine based disinfectants • bromine based disinfectants
9. Know the essential tests to ensure optimum pool water quality	9.1 List the pool water tests required to ensure optimum pool water quality 9.2 List the optimum range for each pool water test to ensure pool water quality 9.3 Describe the correct procedure for carrying out the pool water tests required to ensure good pool water quality
10. Understand the different types of pool water testing equipment needed to ensure good quality pool water	10.1 Know the different types of test equipment used for testing pool water
11. Demonstrate correct pool water testing techniques	11.1 Carry out a pool water pH test 11.2 Record pool water pH level 11.3 Carry out a pool water free chlorine/total bromine test 11.4 Record pool water free chlorine/total bromine level 11.5 Carry out a pool water total chlorine test 11.6 Record pool water total chlorine levels 11.7 Calculate and record the pool water combined chlorine level 11.8 Carry out a pool water total alkalinity test 11.9 Calculate and record the pool water total alkalinity level 11.10 Carry out a pool water calcium hardness test 11.11 Calculate and record the pool water calcium hardness level 11.12 Carry out a pool water TDS test 11.13 Record the pool water TDS level
12. Understand the importance of good record keeping	12.1 List the reasons why it is essential to maintain accurate records of pool water tests
Assessment	Practical demonstration Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the processes involved in the treatment of pool water	1.1 Explain the function of the main components of a pool plant to include: • skimmers • strainers • pumps • filters • automatic dosing units • valves • coagulation/flocculation dosing • heat exchanger • chemical injection points 1.2 Draw a schematic diagram of a pool to show the principle components and main valves
2. Understand the different types of pool water filtration systems	2.1 Identify a range of pool water filtration systems 2.2 Explain the importance of coagulation and flocculation in the filtration process
3. Understand the importance of cleaning the pool filtration system regularly	3.1 Explain the importance of cleaning the pool filtration system regularly 3.2 Describe the process of backwashing sand filters 3.3 Identify when a backwash should be carried out 3.4 Explain the reasons why a backwash must be carried out 3.5 List the items which should be recorded as evidence when backwashing sand filters 3.6 Describe the process for cleaning cartridge filters
4. Know the different types of valves commonly used in pool plant operations	4.1 Identify the different types of valves in pool plant operations
5. Understand the concepts of risk and hazard	5.1 Define 'hazard' 5.2 Define 'risk' 5.3 Explain how to carry out a risk assessment
6. Know the types and the purpose of chemicals used in pools	6.1 List the chemicals used to maintain pool water quality 6.2 Explain the purpose of the chemicals used to maintain pool water quality 6.3 Identify the properties of the chemicals used to maintain the pool water quality

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Understand the risks involved in the storage and use of chemicals for the treatment of swimming pool water	7.1 Identify the requirements for safe storage and handling of the chemicals used in the treatment of pool water 7.2 Recognise the risks of incorrect storage, handling and use of the chemicals used in the treatment of pool water 7.3 Carry out a risk assessment on the chemical used to disinfect the pool water
8. Understand the importance of effective hydraulic flow of swimming pool water	8.1 Describe the routes by which water circulates from the pool inlets to outlets 8.2 Explain the reasons for having an efficient surface draw off system in a pool 8.3 Explain the hazards associated with pool outlets
9. Understand the processes involved in the operation and treatment of spa pools and hot tubs	9.1 Explain the processes involved in the operation and treatment of spa pools and hot tubs 9.2 Identify the hazards commonly associated with spa pools and hot tubs
Assessment	Assignment / project

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of safe and effective pool water management	1.1 List the factors which influence pool water management 1.2 Explain the hazards associated with ineffective pool water treatment
2. Understand the importance of providing a safe and effective pool water disinfection system	2.1 Explain the importance of managing disinfection levels to ensure pool water safety 2.2 Explain the difference between free chlorine and combined chlorine 2.3 Describe the chemical reactions which take place when chlorine meets ammonia in pool water 2.4 Describe the link between pH and the efficiency of disinfection 2.5 Explain the impact of UV on disinfectant levels 2.6 Describe how brominated systems are used to disinfect pools
3. Understand how the differing properties of the incoming mains water supply affects the treatment of pool water	3.1 Describe the properties of incoming mains water from different sources to include: • surface water • ground water from deep wells and boreholes 3.2 Describe the impact of incoming mains water on pool water treatment

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the factors which influence optimum pool water quality	4.1 Describe the terms: • pH • total alkalinity • calcium hardness • total dissolved solids 4.2 Explain why the following are important in maintaining balanced pool water: • pH • total alkalinity • calcium hardness • total dissolved solids 4.3 Describe how to alter: • pH • total alkalinity • calcium hardness • total dissolved solids 4.4 Calculate the balanced water index and interpret the impact of this on the pool 4.5 Analyse a range of pool water readings, compare with recommended levels and recommend where improvements can be implemented
5. Know the legislation, guidance documents and codes of practice which affect pool operations	5.1 List the current legislation and regulations which affect pool operations 5.2 List the guidance documents and codes of practice which influence the safe operations of the pool environment 5.3 Explain how health and safety legislation and codes of practice affect working practices in a pool environment 5.4 State the importance of having written systems of work, to include: • risk assessments • pool safety operating procedures (PSOP's) • normal operating procedures (NOPs) • emergency action plans (EAPs) • pool technical operating procedures (PTOPs) 5.5 Explain the importance of being able to apply the available guidance in a rational and informed way when deciding on the parameters to be included in the Pool Safety Operating Procedure for a particular pool

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand how to recognise and implement emergency procedures	6.1 Identify a range of emergency procedures that could be used in a pool environment 6.2 Explain when evacuation of a pool environment would be necessary 6.3 Explain how to implement the procedure for evacuating the pool environment 6.4 Explain how to ensure the health and safety of pool users during an evacuation 6.5 Explain the procedures to be followed in the event of the following incidents in the pool: • faecal • blood • vomiting
7. Understand the criteria to be considered when designing a pool water treatment plant	7.1 Identify the critical factors to be considered when designing a pool water treatment plant including: • what the pool is used for • programme and bathing load • pool design • turnover period • surface water removal • chemicals • available plant room space
8. Understand the different types of systems used in the disinfection of pool water	8.1 List the factors which influence the choice of disinfectant 8.2 Describe different types of pool water disinfection systems
9. Understanding the risks and hazards associated with operating pressurised mechanical systems	9.1 Describe the types of pressurised mechanical systems used in pools 9.2 State the legislation applicable to pressurised mechanical systems used in pools 9.3 Identify the risks and hazards associated with operating pressurised mechanical systems
10. Understand the processes involved in the operation and treatment of interactive water features	10.1 Define the term 'interactive water feature' 10.2 Identify the hazards commonly associated with interactive water features

Learning outcomes The learner will:	Assessment criteria The learner can:

11. Know the different types of infections associated with poor pool water quality and poor hygiene	11.1 Recognise the different types of infections associated with poor water quality and hygiene
	
	11.2 Explain how infections are transmitted in a pool environment
	
	11.3 Explain the measures used to control the transmission of infections
	
	11.4 Explain the process for carrying out microbiological testing
	
	11.5 Explain the importance of microbiological testing and the monitoring of results
	
	11.6 State the acceptable levels of bacteriological results for a pool water sample to include:
	
	   • ACC/TVC
	   • coliforms
	   • pseudomonas aeruginosa
	
	11.7 State the bacteriological results which would be considered to be gross contamination

12. Understand the principles of heating and ventilating the pool environment	12.1 Describe the processes involved in the heating and ventilating of the pool environment
13. Understand the importance of encouraging the efficient use of energy	13.1 List ways in which pool operators can improve energy efficiency 13.2 List the systems that can be used to run an economic, energy efficient and effective pool facility 13.3 Record and review energy usage to improve energy performance
Assessment	Workbook Practical observation eAssessment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand marketing in the context of active leisure	1.1 Explain the purpose and value of marketing for active leisure organisations
	1.2 Explain the components of a marketing mix in the context of active leisure
2. Understand marketing methods in the context of active leisure	2.1 Explain how to identify market segments for an active leisure organisation
	2.2 Compare different methods to research customer needs and expectations, including evaluating current provision
	2.3 Explain how to identify and prioritise target markets for active leisure services/ products based on market research
	2.4 Explain the process of developing new, or refining existing, active leisure services/ products to meet market needs
	2.5 Explain how to assess different promotional methods for appropriateness and
	2.6 cost-effectiveness in an active leisure context
	2.7 Explain the importance of evaluating marketing plans and activities
3. Be able to develop a draft marketing plan for active leisure services/products	3.1 Use different research methods to identify the needs and expectations of existing and potential customers
	3.2 Select active leisure services/products appropriate to identified market needs
	3.3 Identify target markets and marketing objectives
	3.4 Plan cost-effective promotional methods, activities, schedules and resources to achieve marketing objectives
Assessment	Worksheet
	Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand sales in the context of active leisure	1.1	Explain the importance of sales to an active leisure organisation
	1.2	Describe the sales cycle and how it helps to structure and progress sales activities
	1.3	Explain different sales methods that are used in the context of active leisure
2. Understand how to sell active leisure services and products	2.1	Explain the difference between proactive and reactive selling
	2.2	Explain how to assess maximum and minimum returns and the probability of sale closure
	2.3	Demonstrate different verbal and non-verbal listening and questioning techniques suitable for selling face-to-face
	2.4	Explain the difference between benefits and features and how to sell them effectively
	2.5	Describe the range of behaviours displayed by potential customers and how to manage them effectively
	2.6	Explain the importance of offering alternative services/products
	2.7	Explain the types of objections that customers may have and how to manage these
	2.8	Describe the process of closing a sale
Assessment	Worksheet	

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the health and safety requirements relevant to coaching in different environments	1.1 Explain the importance of health and safety when coaching in different environments
	1.2 Describe the different types of environment that can be used for coaching activity sessions, for example: • outdoor or indoor sports pitches • sports halls • studios • village halls • multi-purpose rooms • parks
	1.3 Describe the different types of equipment that can be used for coaching activity sessions, for example: • cones and markers • agility equipment • fitness equipment • sports equipment
	1.4 Identify key legal and regulatory requirements for health and safety relevant to coaching in different environments, to include the Health and Safety at Work Act and requirements from national governing bodies (NGB)
	1.5 Describe the responsibilities of the employer for health and safety in different coaching environments
	1.6 Describe the responsibilities of the employee for health and safety in different coaching environments
	1.7 Describe the responsibilities of the self-employed person for health and safety in different coaching environments
	1.8 Explain the term 'duty of care' relating to the health and safety and welfare of: • self • other staff or professionals • adults • children • special population groups
	1.9 Evaluate the consequences of employers, employees and the self-employed not following the legal requirements
	1.10 Identify the roles and responsibilities of different personnel for ensuring the health and safety of individuals taking part in coaching sessions in different environments

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand how to maintain safe facilities and equipment in different coaching environments	2.1 Explain the importance of cleaning and maintenance in different coaching environments 2.2 Describe how standards of cleanliness are maintained in different coaching environments 2.3 Describe the principle uses and precautions for a range of cleaning substances used in different coaching environments 2.4 Describe the types of personal protective equipment that are necessary for cleaning operations in different coaching environments 2.5 Describe how to maintain the safety of customers and other staff while showing courtesy and consideration when carrying out cleaning operations 2.6 Describe how to deal with spillages, breakages and waste in a coaching environment 2.7 Explain the importance of safe storage and maintenance of equipment, to include: • coaching equipment • cleaning equipment
3. Understand safe working practices relating to the Control of Substances Hazardous to Health (COSHH) Regulations	3.1 Describe the types of substances commonly used in a coaching environment that would be covered by COSHH 3.2 List the problems caused by hazardous substances 3.3 Define the requirements of employers and employees, as stated in the COSHH Regulations 3.4 List the types of information provided in COSHH assessments 3.5 Describe why COSHH assessments are important
4. Understand how to control hazards and risks while coaching in different environments	4.1 Explain what is meant by a 'hazard' 4.2 Explain what is meant by 'risk' 4.3 Describe the five steps of risk assessment 4.4 Explain how to determine levels of risk 4.5 Explain how to evaluate whether levels of risk are acceptable 4.6 Describe how to control risks associated with hazards in a sports, fitness and outdoor environment
5. Understand the key health and safety documents that are relevant for coaching in different environments	5.1 Explain a range of policies and procedures that are essential for maintaining health and safety of customers and staff 5.2 State the importance of having written systems of work, to include: • normal operating procedures (NOPs) • emergency action plans (EAPs) 5.3 Describe the key areas that should be included in a normal operating procedure 5.4 Describe the key areas that should be included in an emergency action plan

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand incident and emergency procedures for coaching in different environments	6.1 Describe what is meant by an 'incident'
	6.2 Describe what is meant by an 'emergency'
	6.3 Describe the types of incidents and emergencies that may occur in different coaching environments
	6.4 Identify the potential causes of common incidents and emergencies that may occur in different coaching environments
	6.5 Explain the procedures to follow if an emergency occurs during a coaching session
	6.6 Describe the roles that different staff and external services play during an incident or emergency
	6.7 Explain the importance of following emergency procedures calmly and correctly
	6.8 Describe how to maintain the safety of people involved in typical incidents or emergencies, including: • children • older people • disabled people
	6.9 Summarise the reporting and recording procedures that must be followed in the event of an incident or emergency
7. Understand security procedures while coaching in different environments	7.1 Describe the types of security procedures that may apply while coaching in different environments
	7.2 Give examples of potential security problems that may occur while coaching in different environments
	7.3 Describe how a coach should respond to potential security problems in different environments
	7.4 Describe how managers of different coaching environments should respond to potential security problems
	7.5 Describe the procedures that should be in place to maintain security in different coaching environments
8. Be able to control hazards and risks in different coaching environments	8.1 Identify the potential hazards in a coaching environment that may lead to an incident or emergency, relating to: • the environment • equipment • working practices, including lifting and handling of equipment • behaviour • security • hazardous substances • hygiene
	8.2 Complete a risk assessment on the potential hazards identified in a coaching environment
	8.3 Analyse the risk assessment to design and implement appropriate risk minimisation strategies
Assessment	Assignment Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of fundamental movement and sports skills	1.1 Describe fundamental movement skills 1.2 Explain the difference between fine and gross motor skills 1.3 Describe fundamental sports skills 1.4 Define physical literacy 1.5 Explain how the development of movement and sports skills can contribute towards a child's development
2. Understand how to develop fundamental movement and sports skills	2.1 Explain the components of the fundamental movement skills: • balance • agility • co-ordination • travel • jumping • sending • receiving • striking 2.2 Describe the key coaching and development points for each fundamental movement skill 2.3 Explain the components of the fundamental sports skills: • net/wall games • invasion games • striking and fielding games • athletics • creative movement 2.4 Describe the key coaching and development points for each fundamental sports skill 2.5 Explain how activities support the integration and development of fundamental movement and sport skills, for example netball integrates sending, receiving, co-ordination, jumping, traveling and agility
Assessment	Overarching plan Series of multisport sessions

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to plan multisport activity sessions	1.1 Describe the components of a multisport activity session, to include: • warm up activities • main activities • cool-down activities 1.2 Describe how to incorporate rules and techniques in to sessions 1.3 Identify appropriate timings for each component and chosen activities within a component 1.4 Identify equipment and resources suitable for a range of abilities and ages 1.5 Explain how to create a stimulating inclusive environment that promotes equality and diversity 1.6 Describe how to lay out equipment and resources to make best use of space 1.7 Explain the importance of regularly changing the activity, layout and resources 1.8 Describe how to adapt sessions for a range of abilities and ages 1.9 Explain how active play can be used within sessions to development fundamental skills

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Be able to plan a series of progressive multisport activity sessions	2.1 Create an overarching plan/scheme of work, to include: • overarching theme • key developmental objectives: 　• movement skills 　• sports skills • risk assessment for planned activities • contingency plans (where appropriate) • special considerations • opportunities to promote benefits of physical activity 2.2 Plan a series of safe and fun multisport activity sessions linked to the overarching plan, to include: • warm up activities • main activity • cool-down activities • rules • techniques • equipment • adaptations • key coaching points • opportunities for assessment and feedback
Assessment guidance	This unit is to be assessed across the following: • Children: 　• Aged 0–5 　• Aged 5–11 　• Aged 11–18 • Adults
Assessment	Overarching plan Series of multisport sessions

Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Be able to prepare for a multisport activity session	1.1	Prepare themselves for the multisport activity session
	1.2	Prepare the equipment and environment for the planned session
	1.3	Carry out a risk assessment (if appropriate)
2. Be able to deliver a multisport activity session	2.1	Welcome the participants and make them feel at ease
	2.2	Describe the aim and content of the session
	2.3	Explain the rules and techniques required for the session
	2.4	Lead a safe and effective warm up that supports the content of the main session
	2.5	Lead safe and effective main activities
	2.6	Provide clear and correct demonstrations and explanations of activities, techniques and skills
	2.7	Observe participants' performances throughout the activities and respond to their ongoing needs
	2.8	Provide adaptations and alternatives when necessary to promote inclusivity and enjoyment
	2.9	Lead safe and effective cool down activities
3. Be able to manage participants during a multisport activity session	3.1	Communicate clearly with participants according to their needs
	3.2	Motivate participants appropriately
	3.3	Give clear and supportive feedback to participants
	3.4	Gain feedback from participants about the activities
	3.5	Respond appropriately to participants' feedback and questions about the activities
	3.6	Demonstrate balancing the needs of individual participants with those of the group
	3.7	Take appropriate action to deal with issues if and when they arise
4. Be able to evaluate a multisport activity session	4.1	Review the safety and effectiveness of the session
	4.2	Review how motivational the session was for the participants
	4.3	Review how well the planned session linked to the overarching plan and session objectives
	4.4	Identify the changes/adaptations that could be made to the session
	4.5	Complete an evaluation of the session
	4.6	Prepare an action plan for improvement and/or progression of the future planned sessions

Learning outcomes The learner will:	Assessment criteria The learner can:

Assessment guidance	This unit is to be assessed across the following:
	
	• Children:
	    • Aged 0–5
	    • Aged 5–11
	    • Aged 11–18
	• Adults

Assessment	Overarching plan Series of multisport sessions

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand safeguarding children and young people in a coaching environment	1.1 Describe what is meant by the safeguarding of children and young people
	1.2 Outline current legislation, guidelines, policies and procedures that are in place to safeguard and protect children and young people, to include: • Disclosure and Barring Service (DBS) • duty of care • data protection/confidentiality • parent/carer consent • E-safety • record keeping • information handling and sharing
	1.3 Describe working practices that safeguard and protect children and young people in a coaching environment
	1.4 Explain the role and responsibilities of the coach for safeguarding children and young people with whom they come into contact
	1.5 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
	1.6 Explain the procedures that should be followed if a coach suspects possible abuse or harm
	1.7 Explain the different types of bullying and the potential effects on children and young people
	1.8 Explain how to support a child or young person and/or their family when bullying is suspected or alleged
	1.9 Explain the procedures that should be followed if a child or young person alleges harm or abuse
	1.10 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged
	1.11 Describe the role of families, parents and carers as partners when working with children and young people
	1.12 List the sources of information available to support safeguarding and protection of children and young people

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand effective communication approaches when coaching children and young people	2.1 Explain the importance of effective communication when developing positive relationships with children and young people
	2.2 Describe how to communicate effectively with children and young people in different environments
	2.3 Explain the importance of non-verbal communication
	2.4 Explain how to adapt communication with children and young people with consideration for: • the age of the child or young person • communication difficulties
	2.5 Describe how to address potential barriers to communication and engagement with children and young people
	2.6 Explain the importance of demonstrating respect when communicating with children and young people
	2.7 Describe how to establish rapport and respectful relationships with children and young people, their families and carers
	2.8 Explain how a coach's attitude and behaviour can affect the development of rapport with children, young people and their families/carers

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the physiological development of children and young people from birth - 19 years	3.1 Describe the growth characteristics in children and young people for each stage of development, to include: • Under 5s • 5-11 years • 11-15 years • 16-19 years 3.2 Describe the three stages of adolescence: • early • middle • late 3.3 Explain the factors which affect bone growth in children and young people for each stage of development 3.4 Evaluate the differences between the cardiorespiratory system of an adult and children and young people 3.5 Evaluate the differences between the endocrine and hormonal system of an adult and children and young people 3.6 Identify methods of monitoring children and young people's development 3.7 Explain how personal factors can affect children and young people's development, to include: • emotional • physical • intellectual • physiological 3.8 Evaluate the effect of positive and negative relationships on children and young people during periods of transition 3.9 Explain reasons why children and young people's development may not follow the expected pattern 3.10 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the cognitive development of children and young people	4.1 Identify the stages of cognitive development 4.2 Describe a child's thought processes, to include: • lack of reversibility • centration • egocentric 4.3 Describe the major types of child learning, to include: • classical conditioning • operant conditioning • observational learning 4.4 Describe the concept of nature and nurture 4.5 Explain how to promote cognitive development through coaching activities 4.6 Describe the effects exercise has on the cognitive development of children and young people
5. Understand the effects of exercise in children and young people for each stage of development	5.1 State the current exercise guidelines and recommended training for children and young people, to include: • cardiovascular training • strength training • flexibility training • motor skills training 5.2 Describe the appropriate physical activities for children and young people 5.3 State the effects of excessive training in children and young people 5.4 Describe growth-related conditions to include: • Growth plate fractures • Sever's disease • Osgood schlatter's disease • Osteochondritis • Scoliosis • Scheurmann's disease. 5.5 List ways of preventing growth-related injuries 5.6 Describe the effects of exercise on the cardiorespiratory system of children and young people 5.7 Describe the effects of exercise on the endocrine and hormonal systems of children and young people

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand the psychological and social issues faced by children and young people	6.1 Describe the psychological issues which may affect children and young people, for example: • low self-esteem/self-belief • stress and anxiety • body image 6.2 Explain how to support children and young people's self-confidence and self-esteem 6.3 Describe the social issues which may affect children and young people, for example: • peer groups • social media • bullying • smoking • drugs • alcohol • knife/gang crime 6.4 Describe how the performance capabilities of children and young people are affected by their physical, mental, cognitive and emotional development

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Understand how to plan a coaching session for children and young people	7.1 Describe the information that needs to be collected to enable the planning of a coaching session with children and young people, to include: • age-related PAR-Q • parent/carer contact details • parent/carer consent • medical information 7.2 Explain the procedures that need to be followed to enable a safe coaching session with children and young people, for example: • sign in/sign out procedure • accident/incident reporting • safeguarding reporting • behaviour management • mobile phone/photography • toilet procedure • late pick-up procedure 7.3 Describe how to plan appropriate activities and experiences according to the group's ages, needs and abilities 7.4 Describe how to give children and young people opportunities to develop: • gross motor skills • fine motor skills • hand/eye co-ordination 7.5 Describe how to plan objectives that are appropriate to the: • the needs and potential of children and young people • accepted good practice • the participant's own level of competence • the aims of the session 7.6 Describe how to plan objectives for sessions to ensure they: • promote and enhance activity levels • improve social skills • promote personal development • improve skills and techniques • provide opportunities for fun and enjoyment 7.7 Describe how to apply the principles and variables of fitness to coaching activities to achieve session objectives and health benefits for children and young people 7.8 Describe how to select exercises/physical activities that are safe and appropriate for children and young people of all ages, and include possible alternatives

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Understand the behaviour of children and young people	8.1 Identify different types of child behaviour
	8.2 Describe how child behaviours are influenced by crisis according to Erikson
	8.3 Summarise Bowlby's Secure Base and Attachment Theories
	8.4 Identify a range of physical and behavioural disorders
	8.5 Recognise the potential signs of behavioural disorders
	8.6 Describe a range of coaching skills to manage behavioural disorders
	8.7 Describe how to manage expected vs. desired behaviour
	8.8 Describe how to use behaviour modification techniques
	8.9 Describe how to use positive intervention strategies
9. Understand how to manage a coaching session for children and young people	9.1 Describe how to ensure all children and young people are treated fairly in a coaching environment
	9.2 Explain how to create a stimulating inclusive environment which promotes equality and diversity
	9.3 Explain the importance of demonstrating fair play in a coaching environment
	9.4 Describe how to work with children and young people to apply rules and boundaries according to their age, needs and abilities
	9.5 Describe how to use positive reinforcement to manage behaviour
	9.6 Describe motivational techniques that are suitable for use with children and young people at different stages of development
	9.7 Describe how to manage expectations and achievement levels
	9.8 Describe a range of coaching techniques to manage behaviour
	9.9 Give examples of how to use coaching techniques for a range of learning types
	9.10 Describe how to manage disruptive behaviour, to include: • strategies for dealing with individual's inappropriate behaviour • strategies for dealing with inappropriate group behaviour
Assessment	Worksheets Assignments

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand safeguarding children and vulnerable adults	1.1 Describe what is meant by the safeguarding of children and vulnerable adults
	1.2 Outline the current legislation, guidelines, policies and procedures that are in place to safeguard and protect children and vulnerable adults, to include: • Disclosure and Barring Service (DBS) • Duty of care • Data protection/confidentiality • Parent/carer consent • E-safety • Record-keeping • Information handling and sharing
	1.3 Describe working practices that safeguard and protect children and vulnerable adults
	1.4 Explain their role and responsibilities for safeguarding children and vulnerable adults with whom they come into contact
	1.5 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
	1.6 Explain the procedures that should be followed if abuse or harm is suspected
	1.7 Explain the different types of bullying and the potential effects on children and vulnerable adults
	1.8 Explain how to support a child or vulnerable adult and/or their family when bullying is suspected or alleged
	1.9 Explain the procedures that should be followed if a child or vulnerable adult alleges harm or abuse
	1.10 Explain the rights that children, vulnerable adults and their carers have in situations where harm or abuse is suspected or alleged
	1.11 Describe the role of families, parents and carers as partners when working with children and vulnerable adults
	1.12 List the sources of information available to support the safeguarding and protection of children and vulnerable adults

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand how to safeguard and protect children and vulnerable adults from radicalisation and extremism	2.1 Define the term 'radicalisation' 2.2 Define the term 'extremism' 2.3 Define the term 'terrorism' 2.4 Describe what is meant by ideology 2.5 Identify different forms of extremism 2.6 Identify factors that influence a person's vulnerability to radicalisation 2.7 Describe how extreme groups target children and vulnerable adults with the intent of radicalising them 2.8 Identify the possible behavioural changes in an individual that may have been radicalised 2.9 Identify the current, government-backed organisations involved in tackling radicalisation and extremism and explain their purpose 2.10 Understand how to report an instance of extremism or radicalisation
3. Understand effective communication approaches when working with children and vulnerable adults	3.1 Explain the importance of effective communication when developing positive relationships with children and vulnerable adults 3.2 Describe how to communicate effectively with children and vulnerable adults in different environments 3.3 Explain the importance of non-verbal communication 3.4 Explain how to adapt communication with children and vulnerable adults, giving consideration to: • the age of the child or young person • communication difficulties 3.5 Describe how to address potential barriers to communication and engagement with children and vulnerable adults 3.6 Explain the importance of demonstrating respect when communicating with children and vulnerable adults 3.7 Describe how to establish a rapport and respectful relationships with children and vulnerable adults, their families and carers 3.8 Explain how a person's attitude and behaviour can affect the development of a rapport with children, vulnerable adults and their families/carers

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the psychological and social issues faced by children and vulnerable adults	4.1 Describe the psychological issues that may affect children and vulnerable adults, for example: • low self-esteem/self-belief • stress and anxiety • body image 4.2 Explain how to support children and vulnerable adults in developing self-confidence and self-esteem 4.3 Describe the social issues that may affect children and vulnerable adults, for example: • peer groups • social media • bullying • smoking • drugs • alcohol • knife/gang crime 4.4 Describe how the performance capabilities of children and vulnerable adults are affected by their physical, mental, cognitive and emotional development
Assessment	eAssessment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role of a sports conditioning coach	1.1 Define the term sports conditioning 1.2 Outline the role of a sports conditioning coach, to include • planning and preparatory responsibilities • understanding the specific requirements of each specific sport being worked with • monitoring and analysis of the sportsperson/people • balancing the needs of a team and the individual • providing appropriate conditioning programmes to benefit the individual, their team and their performance 1.3 Identify the different environments and situations in which a sports conditioning coach may be required to work, for example: • professional sports clubs • amateur sports clubs • indoor facilities • outdoor facilities • in season • out of season • post-injury rehabilitation • competitive preparation • recovery from competition 1.4 Identify different types of sports conditioning clients 1.5 Describe the personal qualities and skills required of a sports conditioning coach 1.6 Describe the technical skills required of a sports conditioning coach

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand how to develop self as a sports conditioning coach	2.1 Explain the importance of continuing professional development (CPD) for a sports conditioning coach 2.2 Identify ways to develop the required skills and competencies of a sports conditioning coach 2.3 Identify a range of sources that can be used to keep up-to-date with scientific research in the field of sports conditioning 2.4 Explain how to ensure that the sources are reputable and credible and the information presented is valid and reliable 2.5 Explain the importance of ensuring that sources of information used to develop knowledge are reputable, credible, valid and reliable
3. Understand the principles of programming for sports conditioning	3.1 Explain how the principles of training are used to programme for sports conditioning, to include: • specificity • progressive overload • reversibility • adaptability • individuality • rest and recovery 3.2 Describe how the principles of fitness and training can be manipulated to maximise sports performance, to include: • speed • agility • power and rate of force production • plyometrics • proprioception • motor control 3.3 Explain how programmes can be periodised to maximise competitive performance 3.4 Explain the importance of considering both general fitness and specific sporting requirements when planning sports conditioning programmes

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand sporting demands and how they can be used to inform effective sports conditioning programming	4.1 List the types of demands that can be placed upon a sportsperson, to include: • physical • environmental • physiological • biomechanical • psychological 4.2 Explain the importance of understanding the demands of a sport when planning conditioning programmes 4.3 Describe how demands can be used to inform effective sports conditioning programming 4.4 Describe how each type of demand can be assessed and analysed to provide the key information required to plan sports conditioning programmes 4.5 Explain the importance of considering the individual and their performance goals when analysing sporting demands 4.6 Describe ways in which an individual's specific requirements/circumstances can affect overall sporting demands 4.7 Identify the signs and symptoms of overtraining 4.8 Identify a range of situations when it may be necessary to refer to, or work with, other professionals
5. Understand how fitness assessments can support the planning of sports conditioning programmes	5.1 Explain the importance of selecting the most appropriate fitness assessment for a specific sport/team/individual 5.2 Describe how to critically compare a range of fitness assessments 5.3 Explain how fitness assessments can be used to support sports conditioning programmes that develop maximum sporting performance
6. Understand how assessment and programming can support the planning of sports conditioning programmes	6.1 Describe the injury cycle 6.2 Identify ways that effective programming can help to break the injury cycle 6.3 Describe different methods of carrying out postural assessments, to include: • static assessments • dynamic assessments 6.4 Explain how static and dynamic postural assessments can be used to support sports conditioning programmes
Assessment	Assignments

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to gather appropriate information to plan a sports conditioning programme	1.1 Analyse the demands of a sport 1.2 Identify the performance demands of the sports training and competition phases, to include: • priorities of sports or sporting governing bodies • team priorities • individual priorities 1.3 Perform appropriate medical and lifestyle screening prior to any fitness or postural assessment 1.4 Select a range of appropriate fitness and postural assessments to identify the current performance capabilities of a sportsperson in relation to the performance demands 1.5 Explain selected assessment protocols concisely, answering any questions from involved parties clearly, and check understanding 1.6 Obtain informed consent for planned fitness and postural assessments and future programmed exercises and activities 1.7 Perform appropriate fitness and postural assessments to identify the current performance capabilities of a sportsperson in relation to the performance demands 1.8 Analyse the collected information from demands analysis and fitness and postural assessments to compare current performance capabilities in relation to the performance activity 1.9 Discuss and agree specific, measurable, achievable, relevant, timed (SMART) goals with all involved parties, to include: • short-term goals • medium-term goals • long-term goals 1.10 Record all information collected in a manner that adheres to legal and organisational requirements

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Be able to plan sports conditioning programmes to improve performance	2.1 Identify exercises and activities that can be used to improve performance in line with the agreed specific, measurable, achievable, relevant, timed (SMART) goals
	2.2 Describe how to progress exercises and activities to maximise performance in line with agreed specific, ,measurable, achievable, relevant, timed (SMART) goals
	2.3 Design sessions and programmes that follow established guidelines to minimise injury risk and optimise adaptation and progression towards the agreed specific, measurable, achievable, relevant, timed (SMART) goals
	2.4 Design short-, medium- and long-term progressive programmes that effectively apply the principles of periodisation
	2.5 Explain measures to ensure the health and safety of sessions and programmes, including injury risk management strategies
	2.6 Discuss and agree the periodised plan with all involved parties
	2.7 Discuss and agree points of evaluation and review of the progression and programme with all involved parties
	2.8 Obtain informed consent for the planned exercises and activities included in the progressive programme
3. Be able to prepare to deliver sports conditioning sessions	3.1 Demonstrate understanding of the facility's health and safety guidelines including normal operating procedures (NOPs) and emergency operating procedures (EOPs)
	3.2 Prepare the environment, equipment and resources for the session, checking safety and making adaptations where necessary
	3.3 Assess the sportsperson's readiness to participate in the planned session, to include: • verbal medical/health/injury screening • psychological readiness and motivation
	3.4 Explain the content and structure of the planned session in relation to the agreed goals and current capabilities
	3.5 Encourage questions and feedback to enable appropriate modification of the planned session
	3.6 Outline appropriate health and safety information specific to the planned activities

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

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the need for a healthy, balanced diet to optimise sports performance	1.1 Describe the rationale for having a healthy, balanced diet as the cornerstone of a sports nutrition programme
	1.2 Identify the functions of macronutrients, micronutrients and water in relation to sport/exercise performance and recovery
	1.3 Recognise how sport/exercise training may affect an individual's nutritional requirements
2. Understand how to access credible information about sports and performance nutrition	2.1 Access credible scientific information about sports and performance nutrition
	2.2 Identify recognised sports nutrition guidelines from credible organisations, for example: • the International Olympic Committee • the British Association of Sports and Exercise Sciences • the Australian Institute of Sport
	2.3 Describe how scientific findings can be presented to exaggerate the purported benefits of sports nutrition products
3. Understand the benefits and risks of specific nutritional protocols that may be used to prepare for sports or fitness events	3.1 Explain protocols for tailoring nutrition and training to optimise performance in endurance events, for example: • carbohydrate loading • fat loading • tapering
	3.2 Explain protocols for tailoring nutrition and training to optimise performance in strength and power events, for example: • matching nutrition to training phase • optimising strength/power to weight ratio • post-event recovery for multiple event sports
	3.3 Explain the health risks and performance implications of protocols that involve extremely low calorie diets and dehydration prior to bodybuilding or physique events

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the current scientific evidence relating to the safety and efficacy of common, legally available supplements and ergogenic aids	4.1 Identify a range of commonly and legally available supplements and ergogenic aids 4.2 Recognise the scientific rationale or mechanism of action for the identified supplements and ergogenic aids 4.3 Describe a range of supplements and ergogenic aids which are classified as safe and effective based on current scientific evidence, to include: • vitamin and mineral supplements • carbohydrate supplements • protein supplements • creatine supplements • caffeine • nitrate supplementation
Assessment	Worksheet

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

Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the scope of practice when minimising sports injury risk	1.1	Describe the scope of practice for minimising sports injury risk
	1.2	Explain how exercise can be used to minimise the risk of injury
	1.3	Describe different methods of carrying out postural assessments, to include: • static assessments • dynamic assessments
	1.4	Describe how static and dynamic postural assessments can be used to minimise the risk of injury
2. Be able to perform static and dynamic assessments with clients	2.1	Perform appropriate medical and lifestyle screening prior to any practical assessments
	2.2	Identify any previous injuries or current areas of risk
	2.3	Identify the client's current exercise/fitness goals
	2.4	Select appropriate static and dynamic assessments to meet the needs of the individual client
	2.5	Explain assessment protocol(s) and answer any questions clearly, checking individual understanding
	2.6	Obtain informed consent for planned assessments
	2.7	Perform a range of static postural assessments
	2.8	Perform a range of dynamic movement assessments, for example: • exercise technique assessments (squat/shoulder press/ bench press) • gait analysis • performance movement analysis
	2.9	Observe client movement patterns to identify variations from neutral posture and ideal technique
	2.10	Record observation findings in an appropriate manner to facilitate the understanding of other professionals if required
	2.11	Record and store information in a manner that adheres to legal and organisational requirements

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to analyse client assessment findings and identify dysfunction	3.1 Identify potential causes of posture/movement patterns that vary from neutral/ideal
	3.2 Identify methods to focus on potential causes and assist in the development of potential solutions to minimise injury risk
	3.3 Analyse the assessment results and prioritise dysfunction(s) and potential causes
4. Be able to plan exercise programmes for clients to reduce the risk of injury	4.1 Identify appropriate exercises to reduce dysfunctions that may increase the client's injury risk
	4.2 Identify appropriate exercises that avoid movement patterns that may increase the client's injury risk
	4.3 Incorporate appropriate exercises into an exercise programme that will progress a client towards their exercise/fitness goals whilst minimising their future injury risk
5. Be able to prepare for exercise programmes	5.1 Demonstrate understanding of the facility's health and safety guidelines including normal operating procedures (NOP) and emergency operating procedures (EOP)
	5.2 Prepare the environment, equipment and resources for the session, checking safety and making adaptations where necessary
	5.3 Assess client readiness to participate in the planned session, to include: • verbal medical/health/injury screening • psychological readiness and motivation
	5.4 Explain the content and structure of the planned session in relation to the agreed goals and injury risk minimisation strategies
	5.5 Encourage questions and feedback to enable appropriate modification of the planned session
	5.6 Outline appropriate health and safety information specific to the planned activities

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

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the effects of ageing on the UK population	1.1 Describe how the UK's demographics have changed over the last 20 years to include: • age • gender 1.2 Give an overview of the different theories of ageing to include: • chronological • biological • functional • successful • pathological 1.3 Describe the benefits of physical activity for the older person to include: • disease prevention • health promotion • preservation of function • quality of life 1.4 Explain the short and long term effects of exercise on blood pressure, including the valsalva effect
2. Understand the physiological and biomechanical changes associated with ageing and their implications for physical activity	2.1 Explain the skeletal system changes associated with ageing 2.2 Explain the muscular system changes associated with ageing 2.3 Explain the respiratory system changes associated with ageing 2.4 Explain the cardiovascular system changes associated with ageing 2.5 Explain the nervous system changes associated with ageing 2.6 Describe the implications for the older adults' ability to perform physical activity to include: • benefits • risks
3. Understand the medical conditions commonly associated with old age and their implications for physical activity	3.1 Outline medical conditions commonly associated with old age 3.2 Outline any implications these medical conditions may have on the client's ability to partake in physical activity

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the key considerations for older adults participating in physical activity	4.1 Explain the absolute contraindications to exercise • the central nervous system (CNS) • the peripheral nervous system (PNS) including somatic and autonomic systems 4.2 Explain the risks of exercise for an older adult 4.3 Define the fitness professional's scope of practice 4.4 Describe how to deal with a client who has a medical condition outside the scope of practice of the fitness professional 4.5 Explain the process of motor unit recruitment and the significance of a motor unit's size and number of muscle fibres 4.6 Identify the warning signs that indicate the client should stop exercising 4.7 Explain how to respond to these warning signs 4.8 Explain how to maintain the safety of older clients in an emergency 4.9 Describe the key considerations when developing an effective working relationship with older clients 4.10 List the types of real and perceived barriers that older clients may have regards participating in physical activity 4.11 Describe ways in which these barriers can be overcome 4.12 Identify credible sources of information on age-related issues e.g. health, social, exercise / activity
5. Understand the communication skills required to engage with older adults	5.1 Describe a range of motivational communication strategies suitable when working with older adults in a range of settings / environments e.g. sheltered housing, residential homes, community centres, leisure centres 5.2 Explain why the use of appropriate language is vital when engaging with clients 5.3 Explain the importance of listening to and addressing client feedback 5.4 Describe how to develop social support strategies to enable long-term participation 5.5 Describe the components of age friendly marketing strategies
Assessment	Worksheets Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of collecting information to plan a physical activity programme for the older adult	1.1 Explain the principles of informed consent
	1.2 Summarise the client information that should be collected when designing a physical activity programme for the older adult Give an overview of the different theories of ageing to include:
	1.3 Explain how to interpret information collected from the client in order to identify client needs and goals
	1.4 Explain the legal and ethical implications of collecting client information
2. Understand the physiological and biomechanical changes associated with ageing and their implications for physical activity	2.1 Explain how to identify clients' short, medium and long term goals to include: • physical / functional • psychological • social • lifestyle • adherence
	2.2 Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a physical activity programme for the older adult
3. Understand the medical conditions commonly associated with old age and their implications for physical activity	3.1 Summarise the key principles of designing physical activity programmes to achieve short, medium and long-term goals, including the order and structure of sessions for the older adult
	3.2 Explain how to incorporate the components of fitness and principles of training into programme design
	3.3 Describe a range of safe and effective exercises/physical activities suitable for older adults
	3.4 Explain how to include physical activities as part of a client's lifestyle to complement exercise sessions
	3.5 Identify when it might be appropriate to share the programme with other professionals

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the teaching and instructing skills required when working with older adults	4.1 Explain how to develop and refine their teaching skills to enable the effective instruction of older adults to include: • visual and verbal instruction • observation • movement analysis 4.2 Explain how to develop safe, effective, enjoyable older adult friendly exercise and physical activity environments 4.3 Explain how to create a social atmosphere and peer support groups
5. Be able to plan a physical activity programme for the older adult	5.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are: • appropriate to client's age, any associated medical condition/s, goals and level of fitness • consistent with accepted good practice 5.2 Ensure appropriate components of fitness are built into the programme 5.3 Apply the principles of training which are appropriate to the client, their age and ability to help achieve short, medium and long- term goals 5.4 Agree the demands of the programme with the client 5.5 Agree appropriate evaluation methods and review points with the client 5.6 Identify the resources needed for the programme 5.7 Record plans in a format that will help clients and other professionals involved to implement the programme
6. Understand how to adapt exercise to meet the needs of older adults	6.1 Explain why it is important to monitor individual progress if more than one client is involved in the session 6.2 Describe different methods of monitoring client's progress during exercise, including groups of clients 6.3 Explain when it may be necessary to adapt planned exercises to meet client's needs 6.4 Explain how to adapt exercise/exercise positions as appropriate to individual clients and the environment 6.5 Explain how to modify the intensity of exercise according to the needs and response of the clients
Assessment	Case Study Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the benefits and barriers/concerns of physical activity for pre and postnatal clients	1.1 Explain the value of physical activity for prenatal clients, to include: • Maintenance of fitness levels • Increased body awareness • Improved posture and prevention of lower back pain • Weight control • Possible reduction in the risk of Caesarean delivery • Lower risk of gestational diabetes • Improved sleep • Reduced risk of pre-eclampsia 1.2 Explain the value of physical activity for postnatal clients, to include: • Faster postnatal recovery • Reduction in the risk of postnatal depression • Helps to strengthen abdominal muscles • Relieves stress 1.3 List the barriers/concerns that a prenatal client may have about participating in physical activity, and how to respond to these concerns, for example: • Fear of risk of miscarriage • Fear of harming the baby • A lack of knowledge about safe exercises • Peer pressure from family and friends • Physical barriers (fatigue, sickness) 1.4 List the barriers/concerns that a postnatal client may have about participating in physical activity, and how to respond to these concerns, for example: • Lack of time • Lack of sleep • Lack of energy • Child care • A lack of knowledge about safe exercises

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Know the physiological and biomechanical changes that take place during pregnancy	2.1 Identify the duration of the three trimesters 2.2 Describe the physiological and biomechanical changes associated with each trimester, to include: • The circulatory system • The respiratory system • The musculoskeletal system • The metabolic and hormonal system 2.3 Explain the implications of these changes for the client taking part in physical activity
3. Know the physiological and biomechanical changes that take place during the postnatal period	3.1 Describe the physiological and biomechanical changes associated with the postnatal period, to include: • The circulatory system • The respiratory system • The musculoskeletal system • The metabolic and hormonal system 3.2 Explain the implications of these changes for the client taking part in physical activity
4. Understand the key considerations for pre and postnatal clients participating in physical activity	4.1 Describe the absolute and relative contraindications for physical activity during and after pregnancy 4.2 Identify the warning signs that indicate that the client should stop exercising 4.3 Explain how to respond to the warning signs that indicate the client should stop exercising

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Understand how to collect information to ensure health and safety when working with a pre or postnatal client	5.1 Explain the process of pre-activity screening and informed consent for pre and postnatal clients 5.2 Describe how to develop an effective working relationship with a pre or postnatal client 5.3 Identify the information to be collected by a fitness professional, to include: • Lifestyle • Medical and pregnancy history • Psychological concerns • Exercise preferences • Barriers to exercise (perceived or actual) • Current level of fitness 5.4 Describe how to interpret the information gathered, and how to respond 5.5 Explain the process of referral 5.6 Describe the legal and ethical responsibilities regarding screening, recording information, record-keeping and client confidentiality 5.7 List credible sources of information when working with pre and postnatal clients 5.8 Identify support services that are available to pre and postnatal women, including: • NHS services • BLISS • SANDS • Kicks Count • Children's centres
6. Know the role that health care professionals play in supporting pre and postnatal clients	6.1 Summarise the care package offered to pre and postnatal women, to include: • Midwife and/or Dr appointments • Blood tests • Scans • Postnatal and new baby checks 6.2 Explain the guidance provided by medical professionals throughout the pre and postnatal period 6.3 Describe a range of prenatal classes available to pregnant women, to include: • NHS antenatal classes • NCT antenatal classes • Hypnobirthing classes • Pregnancy yoga

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Know the nutritional requirements for pre and postnatal clients	7.1 Explain the importance of a balanced diet for pre and postnatal clients with reference to: • *The Eatwell Guide* • Weight management during pregnancy • Maternal caloric needs in each trimester and during the breastfeeding phase 7.2 Identify important food sources and explain their value to pre and postnatal clients 7.3 Identify foods to be avoided during pregnancy, and explain the reasons why they should not be consumed 7.4 List the vitamin and mineral supplements recommended in pregnancy, and explain the benefits of each 7.5 Explain the importance of hydration for pre and postnatal clients
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to design an individualised, safe and effective exercise programme for a pre or postnatal client	1.1 Interpret information gathered from a pre or postnatal client
	1.2 Apply the principles of FITT (frequency, intensity, time, type) to the design of an exercise session for each trimester and the postnatal period. These must include: • A safe and effective warm-up • A safe and effective main component • A safe and effective cool-down
	1.3 Select appropriate types of activity for the client and their stage of pregnancy
	1.4 List the types of activity or positions that should be avoided, and explain the reasons for this. Consider: • Each stage of pregnancy • The postnatal period
	1.5 Identify any alternatives or adaptations that are specific to the individual needs and physiological and biomechanical changes related to: • Exercise selection • Equipment selection • Programme content and timings
	1.6 Apply the guidelines for stretching for: • Prenatal clients • Postnatal clients
	1.7 Explain the importance of pelvic floor exercises, and factor this into the programme
	1.8 Illustrate the importance of both core and functional training for a pre or postnatal client, and include appropriate exercises in the programme design for the: • First trimester • Second trimester • Third trimester • Postnatal period
	1.9 Explain the importance of monitoring intensity and avoiding overheating, including: • Methods of monitoring intensity • Frequency and duration

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Be able to record an individualised, safe and effective exercise programme for a pre or postnatal client	2.1 Record the programme for each trimester and the postnatal period 2.2 Arrange the programme so that it is in a format that is easy for a pre or postnatal client to use and understand
3. Be able to identify and manage specific risks to the pre or postnatal client when participating in physical activity	3.1 Identify any specific risks for the pre or postnatal client when participating in physical activity related to: • Client information, barriers and goals • Stage of pregnancy and associated risks • Type of activity • Equipment • Environment 3.2 Provide general nutrition advice for pre or postnatal clients participating in physical activity
Assessment	Case study

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the stages of adolescent development	1.1 Describe the three stages of adolescence: • Early • Middle • Late 1.2 Summarise the characteristics of physical development in adolescents 1.3 Summarise the characteristics of mental and emotional development in adolescents
2. Know how to assess teenage obesity	2.1 Outline the national statistics in relation to teenage obesity 2.2 Calculate BMI for adolescents 2.3 Define the classifications for the following BMI ranges: • Underweight • Healthy weight • Overweight • Obese 2.4 State the benefits and limitations of using BMI for adolescents 2.5 State the consequences of ignoring teenage obesity

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the physiological changes and the effects of physical activity in adolescents	3.1 Describe bone growth 3.2 List lifestyle factors that affect bone growth 3.3 State the growth characteristics in adolescents 3.4 State the potential effects of excessive training on adolescents 3.5 Describe the common growth-related injuries, to include: • Growth plate fractures • Severs disease • Osgood Schlatter's disease • Osteochondritis • Scoliosis • Scheuermann's disease 3.6 List ways of preventing growth-related injuries 3.7 Differentiate between the cardiorespiratory system of an adult and an adolescent 3.8 Describe the effects of physical activity on the cardiovascular system of an adolescent 3.9 Differentiate between the endocrine and hormonal system of an adult and an adolescent 3.10 Describe the implications of extended bouts of high-intensity training on an adolescent 3.11 Describe the effects of physical activity on the endocrine and hormonal systems of an adolescent
4. Understand the mental health issues and psychosocial challenges faced by adolescents	4.1 Describe the causes and effects of teenage mental health issues, for example: • Depression • Anxiety • Addictions 4.2 List the social issues that can affect adolescents, for example: • Smoking • Drugs • Alcohol • Social media • Body image • Bullying • Technology/gaming 4.3 Identify the common causes of eating disorders 4.4 Describe the signs of common eating disorders 4.5 List the barriers that adolescents may have in leading an active lifestyle

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Understand the nutritional needs of adolescents	5.1 Explain the importance of a balanced diet during adolescence 5.2 Identify important food sources to adolescent development and explain their value 5.3 Describe how adolescents typically develop poor eating habits 5.4 Explain the ways in which healthy eating can be encouraged
6. Understand the motivators and benefits of physical activity for adolescents	6.1 Describe the benefits of taking part in physical activities for an adolescent, to include: • Physiological benefits • Psychological benefits • Social benefits 6.2 Give examples of motivators that would encourage adolescents to take part in physical activities, to include: • Physiological motivators • Psychological motivators • Social motivators 6.3 Describe how the performance capabilities of adolescents are affected by their physical, mental, cognitive and emotional development 6.4 Give examples of how you would adapt physical activities for adolescents to reflect their performance capabilities
7. Understand how to encourage adolescents to adopt an active, healthy lifestyle	7.1 State the importance of promoting an active, healthy lifestyle 7.2 List ways in which adolescents can be inspired and motivated to become more active
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal and professional requirements for leading physical activity sessions	1.1 State the relevant UN guidelines on the rights of children/adolescents
	1.2 State the importance of maintaining professional boundaries when working with adolescents
	1.3 Describe ways to maintain professional boundaries when working with adolescents, to include: • Safeguarding children and vulnerable young adults • Duty of care parental consent for those under 18 • Storing and sharing of personal data
	1.4 Explain the insurance requirements when working as a physical activity professional
2. Understand the key legislation and organisational requirements for safeguarding and protecting children and vulnerable adults	2.1 State what is meant by safeguarding children and vulnerable young adults
	2.2 Give examples of where to seek advice and support on safeguarding and protecting children and young people
	2.3 Give examples of an organisation's policies and procedures related to safeguarding and protecting children and young people
	2.4 Explain the importance of following an organisation's safeguarding policy and procedures
	2.5 Explain their responsibility when implementing the organisation's safeguarding policy and procedures; and state who is responsible for safeguarding and protecting children and young people within an organisation
3. Know the current recommended physical activity guidelines for adolescents	3.1 State the current Chief Medical Officer's physical activity guidelines for adolescents
	3.2 State the current best practice when delivering the following for adolescents: • Cardiovascular training • Strength training • Flexibility/mobility training • Motor skills training

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand how to assess the suitability of physical activities and exercises for adolescents	4.1 Describe the benefits of pre-exercise screening 4.2 List appropriate physical activity/fitness tests for adolescents 4.3 Explain the benefits and limitations of using fitness tests with adolescents 4.4 Give examples of suitable open-ended questions to ask adolescents in order to assess their current activity levels
5. Understand how to select suitable activities and equipment for the stages of adolescence	5.1 Give examples of activities and equipment for each stage of adolescence specific to own area of expertise 5.2 Describe how to maintain safe behaviour in a physical activity session 5.3 List the types of activity that should be avoided and explain the reason for this
6. Understand how to lead safe and effective physical activity sessions for adolescents	6.1 List the instructional qualities that are essential when working with adolescents 6.2 Describe how to teach a safe and effective physical activity session 6.3 Give examples of how to adapt one's teaching approach when working with adolescents
7. Be able to plan a safe, effective and inclusive physical activity/fitness session for adolescents	7.1 Identify appropriate aims for the session 7.2 Identify potential risks and hazards that may affect the safety of the participants 7.3 Select appropriate activities and equipment for the session and the participants 7.4 Identify appropriate teaching points, adaptations and progressions 7.5 Create an inclusive physical activity session plan suitable for adolescents, to include: • Warm-up • Main component • Cool-down
Assessment	Worksheet Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the structure and function of the cardiovascular system in relation to health and fitness	1.1 Describe the structures of the heart and their functions, including: • chambers • valves • blood vessels 1.2 List the order in which blood flows through the cardiovascular system 1.3 Explain the stages of progression in atherosclerosis 1.4 Describe the immediate blood pressure response to exercise, to include: • the Valsalva manoeuvre 1.5 Describe the effects of different forms of exercise training on blood pressure over time 1.6 Identify the blood pressure classifications and associated health risks 1.7 Describe the cardiovascular benefits and adaptations to different forms of exercise, to include: • endurance training • interval training • resistance training • relaxation training
2. Know the structure and function of the skeletal system structure in relation to health and fitness	2.1 Identify the anatomical planes of motion for different joint actions and exercises 2.2 Identify the joint actions and typical ranges of movement of the major joints of the body 2.3 Describe the benefits and risks of weight-bearing exercise for the bones and joints 2.4 Describe the common injury risks at each of the major joints and the movements that are likely to cause them 2.5 Explain common postural patterns, their associated muscle imbalances and the problems these can cause 2.6 Describe the relationship between the structure and function of the skeleton

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Know the structure and function of the myofascial system in relation to health and fitness	3.1 Describe the structure and function of muscle fibres and their components 3.2 Describe the stages of the sliding filament theory 3.3 Describe the effects of exercise intensity and duration on muscle fibre recruitment and adaptation by the different muscle fibre types 3.4 Name the locations of the attachment sites for the major muscles of the body 3.5 Explain the isolated muscle actions responsible for producing specific body movements 3.6 Explain the roles of muscles in integrated movements of the body compared to their isolated muscle actions 3.7 Identify causative factors, symptoms and recovery strategies for delayed onset muscle soreness (DOMS) 3.8 Describe the structure and functions of the different types of connective tissue
4. Know the structure and function of the nervous system in relation to health and fitness	4.1 Describe the components of the nervous system, to include: • central nervous system • peripheral nervous system • somatic branch of the peripheral nervous system • autonomic branch of the peripheral nervous system 4.2 Describe the structure and function of a neuron 4.3 Describe the structure and function of a motor unit 4.4 State the 'all or nothing' law of muscle contraction and the size principle of motor unit recruitment 4.5 Explain the stages in the process of the stretch reflex and inverse stretch reflex 4.6 Describe the structure and function of muscle spindles 4.7 Describe the structure and function of golgi tendon organs 4.8 Explain the definition and function of autogenic inhibition 4.9 Explain the definition and function of reciprocal inhibition 4.10 Explain the neuromuscular adaptations associated with different types of exercise and their benefits for performance

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Know the structure and function of the endocrine system in relation to health and fitness	5.1 Describe the role of the endocrine system 5.2 Recognise the location, structure and functions of the endocrine glands of the body 5.3 Describe the main functions of hormones in the body, to include: • growth hormone • thyroid hormones • corticosteroids • catecholamines • insulin • glucagon 5.4 Explain the lifestyle factors that affect endocrine health
6. Understand the role of the energy systems in relation to physical activity, exercise and training	6.1 Describe the energy substrates and by-products of each energy system 6.2 Explain the processes by which adenosine triphosphate (ATP) is re-synthesised in each energy system 6.3 Explain the relative contribution of each energy system to total energy expended in activities with different characteristics, to include: • intensity • duration • type
7. Know the structure and function of the digestive system in relation to health and fitness	7.1 Describe the structure of each section of the gastrointestinal tract in relation to its functions 7.2 Describe the location and functions of each of the digestive organs 7.3 Explain the role of the digestive system in maintaining health 7.4 Explain the implications of different dietary practices for the digestive system 7.5 Explain the importance of physical activity for digestive system health
Assessment	Theory paper

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the prevalence of long-term conditions in the UK	1.1 Explain what is meant by a long-term condition 1.2 Describe the prevalence of people living with long-term conditions 1.3 Describe the socio-economic impact of the increasing number of people living with long-term conditions
2. Understand the prevalence of lifestyle behaviours associated with long-term conditions	2.1 Describe the prevalence of lifestyle behaviours associated with long-term conditions, to include: • Physical inactivity • Poor diet • Stress • Sleep deprivation • Smoking and drugs • Alcohol misuse
3. Understand the socio-demographic causes of long-term conditions in the UK	3.1 Describe the World Health Organization's determinants of health 3.2 Compare local and national health inequalities and how they correlate with lifestyle behaviours 3.3 Analyse the statistics that relate to the ageing population of the UK 3.4 Explain why the UK has an ageing population 3.5 Outline the long-term conditions commonly associated with ageing 3.6 Explain the socio-economic impact of an ageing population
4. Understand the ageing process and the implications for health and well-being	4.1 Explain the physiological changes associated with ageing, to include: • Musculoskeletal • Cardiorespiratory • Neurological 4.2 Explain how ageing can affect functional capacity and independence
Assessment	eAssessment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the aetiology of the most prevalent long-term conditions	1.1 Outline the prevalence of a range of long-term conditions in the UK, to include: • Diabetes and metabolic conditions • Cardiorespiratory conditions • Musculoskeletal conditions • Mental health conditions • Cancers • Neurological conditions • Chronic fatigue syndrome (CFS) • Dementia-related conditions • Hypo/hyperthyroidism 1.2 Describe the aetiology, pathology and signs and symptoms of the long-term conditions identified in 1.1 1.3 Describe medical terminology that is pertinent to the long-term conditions identified in 1.1
2. Understand common comorbidities and multimorbidities	2.1 Explain what is meant by comorbidities and multimorbidities 2.2 Identify common comorbidities and multimorbidities and their prevalence 2.3 Outline the impact of comorbidities and multimorbidities on health outcomes 2.4 Describe the challenges associated with the management of comorbidities and multimorbidities
3. Understand the medical management of long-term conditions	3.1 Describe medications that are prescribed to manage the long-term conditions identified in 1.1, to include: • Action • Side effects • Precautions 3.2 Describe surgical interventions that are administered to manage the long-term conditions identified in 1.1 3.3 Describe how medication and surgical interventions can impact quality of life, functional and mental capacity and exercise tolerance

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the lifestyle management of long-term medical conditions	4.1 Describe the benefits of lifestyle changes that are recommended to manage the long-term conditions identified in 1.1
	4.2 Explain the exercise limitations associated with the long-term conditions identified in 1.1, including: • Functional • Cognitive • Biopsychosocial
	4.3 Explain the physiology and psychology of pain and how this may impact the functional and mental capacity of an individual
	4.4 Explain the importance of positive mental health and well-being when working with clients with long-term conditions
5. Understand the risk factors associated with physical activity for clients with long-term conditions	5.1 Describe the relative and absolute contra-indications associated with physical activity
	5.2 Describe the signs and symptoms associated with long-term conditions, which could put clients at risk during a physical activity session
	5.3 Describe the appropriate action that should be taken when clients present with the signs and symptoms identified in 5.2 during a physical activity session
Assessment	eAssessment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand behaviour-change theories and techniques	1.1 Describe a range of behaviour-change theories, for example: • Health belief model • Self-determination theory • Transtheoretical model (TTM) • COM-B 1.2 Describe the communication skills involved in effective behaviour change, to include: • Building a rapport • Listening • Questioning • Reflective statements • Paraphrasing • Summarising • Use of silence 1.3 Describe a range of behaviour-change techniques, for example: • Motivational interviewing • Solution-focused brief therapy • Cognitive behavioural therapy (CBT) • Positive psychology 1.4 Carry out research linking behaviour change with increases in physical activity 1.5 Describe emerging trends and initiatives that support behaviour change in relation to increases in physical activity 1.6 Explain how to structure and deliver a consultation that facilitates behaviour change 1.7 Explain how behaviour-change techniques can be adapted to support both individuals and groups 1.8 Compare the evidence for face-to-face and remote behaviour-change support 1.9 Explain how face-to-face and remote behaviour-change techniques can be combined to best support clients with long-term conditions 1.10 Describe the common barriers for clients with long-term conditions to changing their lifestyle behaviour

Learning outcomes The learner will:	Assessment criteria The learner can:
	1.11 Describe the motivators that could support clients with long-term conditions in changing their lifestyle behaviour
	1.12 Describe common goals for clients with long-term conditions
	1.13 Explain how to translate common client goals into appropriate SMART goals
2. Understand current lifestyle advice and how to educate people with long-term conditions	2.1 Outline recognised physical activity guidelines for healthy individuals and those with long-term conditions, to include: • Public Health England physical activity guidelines • NICE clinical guidelines
	2.2 Outline recommendations for other lifestyle behaviours, to include: • Healthy eating • Smoking cessation
	2.3 Explain how to educate clients on the principles of self-management, so they can maintain positive behaviour change beyond the programme
3. Understand pre-exercise screening and assessment for people living with long-term conditions	3.1 Explain the importance of pre-exercise screening and informed consent
	3.2 Describe a range of pre-exercise screening methodologies, for example: • PAR-Q • PAR-Q+ • Condition-specific screening tools
	3.3 Describe a range of physical, functional and clinical assessments for people with long-term conditions
	3.4 Describe the information that should be collected as part of pre-exercise screening and assessment
	3.5 Describe a range of risk stratification tools, for example: • ACSM • Irwin and Morgan • Condition-specific risk stratification tools

Learning outcomes The learner will:	Assessment criteria The learner can:

4. Be able to collect client information as part of a consultation, including:
 	
• Health screening
• Physical, functional and clinical assessments
• Goal-setting
	4.1 Interpret medical/clinical information from referring health professionals
	
	4.2 Collect detailed and accurate screening information, to include:
	• Health screening
	• Informed consent
	• Lifestyle behaviours
	• Condition-specific information, for example:
	   • Medication
	   • Surgery
	   • Stage/severity
	
	4.3 Risk stratify clients based on the information collected
	
	4.4 Select and conduct safe and appropriate physical, functional and/or clinical assessments
	
	4.5 Interpret the results of assessments into meaningful information
	
	4.6 Agree goals with clients that are SMART and relate to their condition(s)

Assessment	eAssessment Case study

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to plan a physical activity programme for clients with long-term conditions	1.1 Describe how to adapt physical activity sessions for a range of environments, for example: • Gym • Individuals' homes • Community halls • Outdoor spaces 1.2 Explain the safety considerations when working in a range of environments 1.3 Describe a range of equipment that can be used to deliver physical activity sessions 1.4 Describe a range of activity types that can be incorporated into physical activity sessions
2. Understand how to monitor and adapt physical activity programmes for clients with long-term conditions	2.1 Describe how to select appropriate monitoring methods, to include: • Talk test • Heart rate • Rate of perceived exertion (RPE) • Observation • Questioning techniques 2.2 Explain the benefits and limitations of using the monitoring methods identified in 2.1 for a range of long-term conditions 2.3 Explain how to monitor client progress throughout a physical activity programme 2.4 Explain how to adapt a physical activity programme

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to plan physical activity programmes for clients with long-term conditions	3.1 Plan safe and effective physical activity programmes that: • Are appropriate to the client's long-term condition(s) and medication • Consider the pre-exercise consultation information collected, including screening, physical assessments, barriers and goals • Are consistent with accepted good practice and recognised guidelines 3.2 Identify the activities, equipment and environment(s) required to deliver physical activity programmes 3.3 Carry out appropriate risk assessments on the activities, equipment and environment 3.4 Identify and prescribe physical activity opportunities that are not part of the one-to-one programme, which align with the client's motivators 3.5 Prescribe activities of daily living that will support the client in improving his/her health and well-being
4. Understand the scope of practice of exercise professionals when working with clients with long-term conditions	4.1 Describe the roles and responsibilities of exercise professionals working with clients with long-term conditions 4.2 Describe the roles of other health professionals involved in supporting clients with long-term conditions, for example: • Clinicians • Referring professionals • Dieticians • Health trainers • Managers/coordinators 4.3 Describe the scope of practice of exercise professionals when working with people with long-term conditions 4.4 Explain when, and to whom, clients should be referred when they are out of scope of practice 4.5 Explain when exercise should be deferred 4.6 Describe industry codes of conduct in relation to working with clients with long-term conditions 4.7 Describe the insurance requirements when working with clients with long-term conditions
5. Understand continuing professional development opportunities when working with clients with long-term conditions	5.1 Explain the importance of continuing professional development when working with clients with long-term conditions 5.2 Describe continuing professional development opportunities for exercise professionals working with clients with long-term conditions
Assessment	eAssessment Case study

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the main schools of psychology and theories to explain health and exercise behaviours	1.1 Define the terms: • psychology • health • exercise • health psychology • exercise psychology 1.2 Identify the main psychological schools. To include: • a historical timeline • behaviourist • psychodynamic • humanistic • cognitive 1.3 Describe the main theorists and theories evolving from each school, to include: • behaviourist school and influence of conditioning (Pavlov, Skinner) • psychodynamic and the influence of childhood experiences (Freud, Jung, Adler) • humanistic and the influence of self-worth, self-concept, growth, potential, actualisation (Rogers, Maslow, Berne, Gestalt) • cognitive and the influence of thinking (Beck, Ellis and Bandura) 1.4 Explain the bio psychosocial model in relation to health and well-being, to include: • biological components (e.g. genetics) • behavioral components (e.g. lifestyle, stress, health beliefs) • psychological components (e.g. self-esteem, self-worth, perception) • social components (e.g. cultural influences, family relationships).

Learning outcomes The learner will:	Assessment criteria The learner can:
	1.5 Outline the key components of psychological theories and models used to explain exercise and health behaviours. To include: - self-efficacy theory - self-determination theory - cognitive evaluation theory - locus of control - cognitive dissonance theory - theory of planned behaviour - health belief model - theory of reasoned action - trans-theoretical model - health action processing approach 1.6 Describe how psychological theories explain different health and exercise behaviours. To include: - barriers to exercise, activity and health across a person's lifespan - motives for participation, across a person's lifespan - attitudes to exercise, activity and health across a person's lifespan - reasons for adherence and non-adherence - reasons for lapse and relapse 1.7 Recognise criticisms and limitations of different models and theories
2. Know the roles for psychologists in exercise and health	2.1 Explain different work opportunities for health and exercise psychologists 2.2 Identify different work settings 2.3 Identify training and supervision requirements when working in the role of a health/exercise psychologist 2.4 Identify boundaries and ethics when working in the role of a health/exercise psychologist
3. Understand approaches to research in exercise and health psychology	3.1 Describe the research methods used by exercise and health psychologists 3.2 Identify variables studied by health and exercise psychologists 3.3 Identify ethical considerations when conducting research
Assessment	Worksheets Assignments

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand public health and health promotion	1.1 Recognise the scope of health promotion 1.2 Identify the nature of Public Health activities 1.3 Define terminology used in public health reports, to include, for example: • epidemiology • demography 1.4 Identify historical health challenges faced by public health and the effectiveness of specific promotions and campaigns to address and raise awareness of these challenges, to include, for example: • smoking • alcohol • cardiovascular disease • breast cancer • prostate cancer • mental health • seat-belts • measles • tuberculosis • teenage pregnancy 1.5 Describe current and emerging health priorities and challenges at a local level. 1.6 Recognise how local health priorities compare with national and global priorities and challenges. 1.7 Identify changes to the healthcare system in the UK over the last two decades. 1.8 Describe the current structure of the healthcare system in the UK. To include the role of: • health and well-being boards HWB) • clinical Commissioning Groups (CCG) • joint Strategic Needs Assessment report (JSNA) 1.9 Recognise ethical, political, societal, commercial and cultural issues that arise in public health and health promotion nationally and internationally, including those related to health inequalities. 1.10 Recognise the responsibilities of stakeholders in promoting social justice in Public Health and the distribution of healthcare services, to include: • individual members of society • public Health Departments • NHS organisations and partners • private Healthcare providers • corporations in other sectors • regulators of other sectors

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand the role research plays in informing public health and health promotion	2.1 Describe research approaches used to inform public health and health promotion advice and policy, to include, for example: • qualitative • quantitative • randomised controlled trials • systematic reviews 2.2 Describe the complexities of evidence-based practice, to include: advantages and limitations. 2.3 Describe how to analyse and evaluate public health information and policy 2.4 Define reflective practice and critical evaluation. 2.5 Describe the role of reflective practice and critical evaluation in relation to research informing public health and health promotion. 2.6 Outline the factors that need to be considered when preparing to conduct a research project to explore a public health and health promotion issue
3. Understand the major determinants of health relevant to health promotion	3.1 Define the terms: • health • health education • health promotion • empowerment • social justice • health Inequality 3.2 Describe the major determinants of health and well-being, to include: • social factors • psychological factors, e.g. perceptions, sick role • lifestyle behaviours 3.3 Describe healthy lifestyle behaviours and unhealthy lifestyle behaviours 3.4 Describe how socio-economic factors and culture impact health and well-being 3.5 Identify links between psychosocial factors and health in different populations

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand multidisciplinary approaches to public health and health promotion	4.1 Describe different approaches to multidisciplinary working in public health and health promotion
	4.2 Give an example of multidisciplinary working in a specific community, for example: • school • workplace • sports team • place of worship
	4.3 Give examples of the roles of different professionals in a multi-disciplinary team
	4.4 Describe the advantages and disadvantages of multidisciplinary working for managing public health
	4.5 Outline the considerations for effective multidisciplinary working, to include, for example: • the importance of specified roles and professional boundaries • leadership and management • communication strategies and processes
	4.6 Explain the importance of health promotion strategies and interventions that address social and economic inequalities
	4.7 Explain the importance of health promotion strategies and interventions that are culturally sensitive and promote values of social justice
	4.8 Describe ways to promote public health and health promotion that address social and economic inequalities, that are culturally sensitive and which promote values of social justice
	4.9 Describe methods used for communicating health messages to the public, to include: • healthcare professionals • mass media and social media • digital health tools
Assessment	Worksheets

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know different psychological theories and behaviour change approaches that can be used to support health and well being	1.1 Recognise psychological theories of behaviour change, to include: • Transtheoretical model • Person-centred (Carl Rogers) • Self-determination theory • Motivational interviewing (Rollnick and Miller) • CBT (Beck and Ellis) • Biopsychosocial 1.2 Describe the key features of different approaches to facilitating behaviour change which support health and well-being, to include: • Transtheoretical model (Prochaska and Diclemente) e.g. stage matched approaches • Person-centred (Carl Rogers) – empathy and congruence/genuineness (attitude more than skills) • Motivational interviewing (Rollnick and Miller, MINT) e.g. Resisting the righting reflex, OARS, recognising change and sustain talk, evocative questioning • CBT (Beck and Ellis) NATS, schema • Biopsychosocial – Perception of pain, fear avoidance, social support/sabotage • Facilitated self-help in groups

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand the role of the facilitator in supporting health and well being	2.1 Describe the role of the facilitator in supporting lifestyle change(s) for health and well-being 2.2 Recognise role boundaries and when to refer or signpost to other professionals e.g. smoking cessation, alcohol addiction counselling, dietician, counsellor (GAD, depression) 2.3 Explain the three stages of a behaviour change facilitation session, as: • Opening • Middle • Ending/or closing 2.4 Explain the communication skills that can be used by a facilitator, to include: • Building rapport • Listening • Questioning • Reflective statements • Paraphrasing • Summarising • Use of silence 2.5 Identify the impact of diversity, difference and other factors that may influence the helping relationship, to include: • Power • Rank • Challenging situations • Roles e.g. Rescuer, Persecutor, Victim • Game dynamics e.g. yes, but • Health inequalities • Socioeconomic factors 2.6 Recognise the purpose of maintaining relevant, accurate and up-to-date records, to include: • Consideration of legalities • Recording and storage • Transfer of information • Reporting issues falling outside of specific role boundaries e.g. risk of harm 2.7 Explain the purpose of reflective practice for developing behaviour change facilitation skills

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to demonstrate effective helping skills	3.1 Provide an effective opening phase in a helping session, to include: • Creating a suitable environment • Identifying available help • Confidentiality • Boundaries • Length and duration • Signposting • Determining and setting of expectations 3.2 Provide an effective main phase in a helping session, to include: • Recognising skills in action 3.3 Demonstrate effective consultation/ helping skills, to include: • Building rapport • Listening • Questioning • Reflective statements • Paraphrasing • Summarising • Use of silence 3.4 Provide an effective closing phase to a helping session, to include: • Appropriate time • Sensitivity to needs • Signpost and/or link to future work

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to facilitate group discussions about a range of health behaviours	4.1 Set expectations and boundaries for group discussions, to include: • Timekeeping • Mobile phones • One voice at a time • Confidentiality • Listening to others • Withholding judgement • Respecting opinions different to one's own • Keeping discussion relevant to the purpose of the session 4.2 Introduce discussion topics clearly and confidently to a group 4.3 Present facts about health-related topics in an engaging manner using visual aids and other resources when appropriate 4.4 Use tools that facilitate focused discussion, to include: • Idea generation using a flip chart • Hypothetical scenarios or case studies • Anonymised anecdotes or stories • Images • Movie clips • Objects • Demonstrations • Group activities 4.5 Demonstrate effective consultation skills in a group context, to include: • Engagement • Listening • Questioning • Reflective statements • Paraphrasing • Summarising • Use of silence 4.6 Summarise and close discussions to reinforce key points pertaining to the session purpose without alienating any members of the group

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Be able to reflect on own practice	5.1 Evaluate the effectiveness of each stage of the session
	5.2 Recognise different tools and techniques used through the session e.g. eliciting change talk, negative automatic thoughts (NATs), motivation, readiness
	5.3 Evaluate the effectiveness of own consultation/helping skills, to include: • Building rapport • Listening • Questioning • Reflective statements • Paraphrasing • Summarising • Use of silence
	5.4 Evaluate the effect of the consultation /helping skills, on the rapport and relationship with the client
	5.5 Identify sources of information and training to develop own skills and knowledge
Assessment	Worksheet
	Observation
	Self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand mental health	1.1 Define mental health
	1.2 Describe the mental health continuum
	1.3 Outline stigma and discrimination in relation to mental ill health
	1.4 Identify common misconceptions surrounding mental health
	1.5 Describe the role of the media in the portrayal of mental health
	1.6 Outline key statistical data in relation to mental health
	1.7 Outline the duty of care
2. Understand mental health disorders	2.1 Identify the main signs and symptoms of common mental health disorders and mental health problems to include: • Depression • Anxiety disorders: stress, phobias and post-traumatic stress disorder • Schizophrenia • Eating disorders: anorexia nervosa and bulimia nervosa • Addiction and substance misuse • Bereavement • Self-harm
	2.2 Identify common treatments and interventions used to manage mental health and mental ill health
	2.3 Describe the main risk factors associated with mental ill health
3. Understand the support and advice available for mental ill health	3.1 Identify credible sources of information, support and guidance
	3.2 Identify credible organisations offering support services
	3.3 Identify appropriate responses that can be made to support someone with mental ill health
Assessment	Online worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Recognise and respond to the signs of mental ill health in themselves and others	1.1 Recognise the signs of mental ill health 1.2 Provide initial help to a person experiencing mental ill health 1.3 Signpost appropriate sources of help 1.4 Escalate situations when a person may be at risk of harm to themselves or others 1.5 Promote good mental health
Assessment	Online case studies

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of fitness	1.1 Define the components of total fitness, to include: • Physical fitness • Mental and emotional fitness • Medical fitness • Nutritional fitness • Social fitness 1.2 Define the concept of health 1.3 Describe the components of health-related fitness to include: • Cardiovascular Fitness • Muscular Strength • Muscular Endurance • Flexibility • Body Composition 1.4 Describe the components of skill-related fitness to include: • Speed • Power • Reaction Time • Coordination • Balance • Agility 1.5 Describe the principles of training to include: • Specificity • Progression • Overload • Reversibility • Type 1.6 Give examples of how a range of activities and environments can be adapted using the principles of training
2. Understand the health benefits of physical activity	2.1 Describe the physiological benefits of activity sessions 2.2 Describe the psychological and social benefits of participating in activity sessions

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the importance of healthy eating	3.1 Describe the national food model/guide
	3.2 Describe key healthy eating advice that underpins a healthy diet
	3.3 Explain the importance of adequate hydration
	3.4 Explain the dietary role of the key nutrients
	3.5 Identify the common dietary sources of the key nutrients
	3.6 Explain the health risks of poor nutrition
4. Understand how to promote an active healthy lifestyle	4.1 Describe the role of an activity leader
	4.2 Describe how to promote the benefits of an active, healthy lifestyle, to include: • Physical activity • Healthy eating • Lifestyle advice
	4.3 Identify opportunities for individuals to participate in physical activities
	4.4 Describe how to sign post individuals who wish to participate in physical activities
	4.5 Describe potential barriers to participation
	4.6 Identify strategies to overcome barriers and support individuals to enable participation and lifestyle change
Assessment	Worksheet
	Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how lifestyle factors affect health and well-being	1.1 Describe the lifestyle factors that can affect health and well-being, to include: • smoking • alcohol intake • physical activity level • diet • stress management and relaxation • sleep 1.2 Explain the relationships between lifestyle factors and disease 1.3 Explain the relationships between lifestyle factors and physical and mental performance 1.4 Explain the benefits of making lifestyle behaviour changes to prevent disease and achieve health or performance goals

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand how lifestyle factors are monitored and managed in healthcare systems	2.1 Identify key recommendations from Chief Medical Officer Reports that emphasise the importance of a healthy lifestyle 2.2 Describe how lifestyle behaviours contribute to increased risk for specific medical conditions, to include: • cardiovascular disease (CVD) • mental health and well-being • skeletal health (osteoporosis/ osteoarthritis) 2.3 Recognise public health systems/structures and stakeholders with an investment in promoting health and well-being, to include: • health and well-being boards (HWBs) • Joint Strategic Needs Assessment (JSNA) • clinical commissioning groups (CCGs) • general practitioners (GPs) 2.4 Describe a range of interventions and support systems to help individuals manage their health and lifestyle, to include: • five ways to well-being • smoking cessation • counselling • exercise referral • family/friends

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Know how to assess and provide guidance on lifestyle management	3.1 Describe the stages and processes involved in changing lifestyle behaviours
	3.2 Describe the communication skills required to consult with clients and gather information from clients
	3.3 Identify tools that can be used to analyse and assess different lifestyle behaviours, to include: • food diaries • Alcohol Use Disorders Identification Test Consumption (AUDIT-C) • International Physical Activity Questionnaire (IPAQ) • EuroQol Group EQ-5D
	3.4 Describe how to support a client to identify their motivations for making changes to specific behaviours
	3.5 Describe how to support a client to identify their barriers to making changes to specific behaviours
	3.6 Describe how to support a client to identify their readiness to make changes to specific behaviours using relevant tools
	3.7 Describe how to support a client to identify a range of strategies that could be used to make changes to specific lifestyle behaviours
	3.8 Describe how to help a client identify social support systems needed to help them make changes
	3.9 Describe how to help a client identify strategies for managing lapse and relapse
	3.10 Describe the value of goal-setting for lifestyle management
	3.11 Explain how to set and agree specific, measurable, achievable, relevant, timed (SMART) short-, medium- and long-term goals to make changes to specific lifestyle behaviours
	3.12 Describe the importance of reviewing goals
	3.13 Describe techniques that increase a client's motivation and commitment to lifestyle change
Assessment	Worksheet
	Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the health needs of different communities	1.1 Define community and culture
	1.2 Recognise the diverse public health needs and priorities of different communities to include:
	• physical activity
	• mental health
	• chronic health conditions
	• access to healthy food
	• sexual health
	• smoking
	• substance misuse
	1.3 Recognise how the diverse demographics of different communities may impact on health to include:
	• socio-economic status
	• ethnicity
	• age range
	• gender
	• deprivation
	• prevalent health conditions
	1.4 Identify sources for gathering up-to-date information about the local community, for example:
	• organisations
	• community projects
	• libraries
	• health and well-being boards (health boards in Wales)
	• local councils/ authorities
	• joint strategic needs assessment (JSNA)

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Know how to promote and support physical activity and healthy living to meet local community needs	2.1 Gather information to describe their local community setting, to include: • demographics • available support and opportunities • relevant organisations/partners 2.2 Identify the role of activity and healthy living in addressing health priorities in the local community 2.3 Describe potential barriers to participation in physical activity and healthy living for the community 2.4 Identify strategies to overcome barriers and support communities to enable participation and lifestyle change 2.5 Recognise interventions to support active healthy lifestyles in the community, to include: • physical activity • healthy eating • lifestyle advice 2.6 Describe methods to engage the community and promote healthy lifestyles, to include the use of: • social marketing • the internet • community environments • networking 2.7 Identify opportunities and local resources to support active healthy lifestyles and behaviour change in the community, to include: • partner organisations • funding sources (commissioning bodies; sports councils; community grants) • signposting services • activity programmes • healthy living programmes 2.8 Recognise the roles and responsibilities of different partners working within the community, to include: • general practitioner • community mental health team • clinical commissioning groups (CCG) (funding sources) • dietician • exercise professionals • other services, e.g. financial, housing, charities etc 2.9 Recognise ways to develop and maintain relationships with relevant partners in the community, to include: • making connections • barriers and strategies to overcome 2.10 Identify community/individual needs outside the boundaries of own role and how to sign-post individuals for appropriate support 2.11 Describe the benefits and barriers to multi-agency working and how to overcome these

Learning outcomes The learner will:	Assessment criteria The learner can:

3. Know how to support individuals making activity and lifestyle changes	3.1 Recognise helping and consultation skills to support individuals with activity and lifestyle changes, to include:
	• building rapport and relationship, to include:
	   • barriers and how to overcome these
	   • establishing ground rules and boundaries
	   • environments for consultation
	• open questioning (O)
	• active listening (A)
	• reflective statements (R)
	• summarising (S)
	• person centred working
	
	3.2 Identify appropriate strategies to help individuals towards:
	• recognising behaviours affecting their health (e.g. information leaflets)
	• identifying changes to improve their health (e.g. personal health plan)
	• recognising their readiness to change (decisional balance; OARS)
	• recognising barriers to change (change and sustain talk; relapse prevention; OARS)
	• building confidence and motivation (SMART goal setting; OARS)
	• developing autonomy (person centred core conditions; OARS, change and sustain talk)
	
	3.3 Recognise the purpose of maintaining relevant, accurate and up-to-date records to meet service needs, to include:
	• consideration of legalities
	• recording and storage
	• transfer of information
	• reporting issues falling outside of specific role boundaries
	• project evaluation, funding and sustainability

Assessment	Worksheets Case Study

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand safeguarding children and vulnerable adults	1.1 Describe what is meant by the safeguarding of children and vulnerable adults
	1.2 Outline the current legislation, guidelines, policies and procedures that are in place to safeguard and protect children and vulnerable adults, to include: • Disclosure and Barring Service (DBS) • Duty of care • Data protection/confidentiality • Parent/carer consent • E-safety • Record-keeping • Information handling and sharing
	1.3 Describe working practices that safeguard and protect children and vulnerable adults
	1.4 Explain their role and responsibilities for safeguarding children and vulnerable adults with whom they come into contact
	1.5 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
	1.6 Explain the procedures that should be followed if abuse or harm is suspected
	1.7 Explain the different types of bullying and the potential effects on children and vulnerable adults
	1.8 Explain how to support a child or vulnerable adult and/or their family when bullying is suspected or alleged
	1.9 Explain the procedures that should be followed if a child or vulnerable adult alleges harm or abuse
	1.10 Explain the rights that children, vulnerable adults and their carers have in situations where harm or abuse is suspected or alleged
	1.11 Describe the role of families, parents and carers as partners when working with children and vulnerable adults
	1.12 List the sources of information available to support the safeguarding and protection of children and vulnerable adults

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand how to safeguard and protect children and vulnerable adults from radicalisation and extremism	2.1 Define the term 'radicalisation' 2.2 Define the term 'extremism' 2.3 Define the term 'terrorism' 2.4 Describe what is meant by ideology 2.5 Identify different forms of extremism 2.6 Identify factors that influence a person's vulnerability to radicalisation 2.7 Describe how extreme groups target children and vulnerable adults with the intent of radicalising them 2.8 Identify the possible behavioural changes in an individual that may have been radicalised 2.9 Identify the current, government-backed organisations involved in tackling radicalisation and extremism and explain their purpose 2.10 Understand how to report an instance of extremism or radicalisation
3. Understand effective communication approaches when working with children and vulnerable adults	3.1 Explain the importance of effective communication when developing positive relationships with children and vulnerable adults 3.2 Describe how to communicate effectively with children and vulnerable adults in different environments 3.3 Explain the importance of non-verbal communication 3.4 Explain how to adapt communication with children and vulnerable adults, giving consideration to: • the age of the child or young person • communication difficulties 3.5 Describe how to address potential barriers to communication and engagement with children and vulnerable adults 3.6 Explain the importance of demonstrating respect when communicating with children and vulnerable adults 3.7 Describe how to establish a rapport and respectful relationships with children and vulnerable adults, their families and carers 3.8 Explain how a person's attitude and behaviour can affect the development of a rapport with children, vulnerable adults and their families/carers

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the psychological and social issues faced by children and vulnerable adults	4.1 Describe the psychological issues that may affect children and vulnerable adults, for example: • low self-esteem/self-belief • stress and anxiety • body image 4.2 Explain how to support children and vulnerable adults in developing self-confidence and self-esteem 4.3 Describe the social issues that may affect children and vulnerable adults, for example: • peer groups • social media • bullying • smoking • drugs • alcohol • knife/gang crime 4.4 Describe how the performance capabilities of children and vulnerable adults are affected by their physical, mental, cognitive and emotional development
Assessment	eAssessment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the function of food	1.1 Describe the main functions of food 1.2 Identify the main nutrients needed by the human body for optimum health • carbohydrate • protein • fat • fibre • vitamins and minerals 1.3 Explain the role of the key nutrients 1.4 Identify the common dietary sources of the key nutrients 1.5 Identify the sources of energy from food 1.6 Summarise the quantities of the main nutrient's individuals should consume 1.7 Explain the importance of adequate hydration
2. Understand the relationship between diet and health	2.1 Describe what is meant by a balanced diet 2.2 Describe why a balanced diet is important in leading a healthy lifestyle 2.3 Describe the characteristics of an unhealthy diet and of poor eating habits 2.4 Explain the impact of a poor diet on health 2.5 Describe the risks of diets that severely restrict energy or cut out key nutrients 2.6 Describe the national food model/guide 2.7 Identify sources of evidence-based, credible nutritional guidance

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the factors that influence an individual's eating patterns	3.1 Explain how certain factors may impact on dietary needs and eating patterns, for example: • a medical condition • age • gender • occupation • sport 3.2 Explain how the media portrayal of healthy eating and dieting may impact on an individual's eating patterns and health 3.3 Explain how religion and culture can affect dietary choices and needs 3.4 Identify barriers to healthy eating 3.5 Explain how barriers to healthy eating may impact on an individual's eating pattern 3.6 Define the key characteristics of vegan and vegetarian diets
4. Understand the basic principles of maintaining a healthy weight	4.1 Describe the energy balance 4.2 Describe the health risks associated with not maintaining a healthy weight 4.3 Describe the links between food intake and maintaining a healthy weight 4.4 Describe the links between exercise and maintaining a healthy weight 4.5 Explain the current guidelines for weight control
5. Understand how to support healthy eating	5.1 Compare different types of dietary assessment tools 5.2 Assess own diet against current healthy eating guidelines 5.3 Give examples of current healthy eating advice 5.4 Describe strategies to implement healthy eating
6. Understand food labelling	6.1 Identify nutritional information which must be displayed on food labels 6.2 Determine the nutritional content of food from food labels 6.3 Describe what is meant by a food additive 6.4 Summarise main categories of food additives and their functions 6.5 Explain how food labelling may be misleading
Assessment	Worksheet Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal and professional requirements for group training	1.1 Summarise the Equality Act and relate it to group training
	1.2 Describe the legal and ethical responsibilities regarding screening, recording information, record-keeping and client confidentiality
	1.3 Describe the scope of practice of a group trainer
	1.4 Explain the insurance requirements when working as a group trainer
	1.5 Explain the importance of having appropriate insurance when working as a group trainer
	1.6 Explain the licensing requirements when working as a group trainer, for example, music brands
2. Understand how a group trainer can help all types of customer to have a positive exercise experience	2.1 Compare the differing needs of group training customers
	2.2 Identify ways that group training can meet the needs of different customers
	2.3 Identify ways that a group trainer can help customers have a positive exercise experience
	2.4 Identify ways that a group trainer can build social support and inclusion within an exercise environment
	2.5 Identify ways that a group trainer can obtain feedback from customers to support continued exercise adherence

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the range of group training sessions offered by trainers and facilities	3.1 Identify the main types of group training sessions offered by trainers and facilities, for example: • Boot camps • Circuit training • Gym floor classes • Abs/core • Running • Walking • Stretch • Relaxation and recovery • Outdoor military fitness • Game-based classes • Boxing-based fitness • Aerobics • Tennis fitness • Step • Barre • Suspension fitness • Body conditioning • Aerial • Chair-based exercise • Pre and postnatal • Older adults 3.2 Explain how to match customer needs to group training sessions offered by trainers or facilities 3.3 Explain the importance of customer retention for group trainers and facilities

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the skills, motivations and behaviours needed by group trainers	4.1 Describe the common characteristics of people/ individuals who provide excellent customer care
	4.2 Describe the features of personal presentation that will make a positive impression on customers
	4.3 Explain the importance of making a positive first impression on customers
	4.4 Describe the attitude required when communicating with customers
	4.5 Describe how to carry out routine customer care tasks in a way that shows consideration for customers
	4.6 Explain the concept of professionalism
	4.7 Explain the importance of collaborative working in the delivery of an excellent customer experience
	4.8 Identify ways that a group trainer can positively influence customer retention
	4.9 Identify ways that a group trainer can build a rapport with customers
	4.10 Explain the importance of the group trainers making themselves available and approachable to users, for example, being available prior to a class/session
	4.11 Describe the differences between intrinsic and extrinsic motivators
	4.12 Identify the personal values of group trainers that motivate others to participate in exercise
5. Understand how to interact with customers in different situations	5.1 Describe how to communicate with dissatisfied customers
	5.2 Describe the skills required to deal with potentially volatile or unpleasant situations
	5.3 Identify responses and actions that may make problems worse
	5.4 Describe how to adapt their communication style, attitude and response to meet individual customer needs
	5.5 Describe how to inform customers when promises cannot be kept as a result of unforeseen circumstances
	5.6 Explain how, when and to whom problems can be referred to

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand personal and professional development	6.1 Explain the importance of the planning and reviewing cycle within personal and continuing professional development
	6.2 Define continuing professional development
	6.3 Explain the benefits of continuing professional development (CPD) for self, clients and organisations
	6.4 Explain how to reflect on own work and highlight ways of improving skills, knowledge and practice
	6.5 Describe how to work with others to evaluate own skills, knowledge and practice
	6.6 Explain how to plan continuing professional development
	6.7 Outline the roles and support available from the national governing body and professional associations to support continuing professional development
7. Understand the requirements of running own business	7.1 Explain the requirements for the self-employed in the UK, to include: • Registration • Keeping business records • Completing a self-assessment tax return • Paying income tax • Business expenses
	7.2 Describe the insurance requirements for being a self-employed individual
	7.3 Explain the importance of self-promotion and marketing own brand for business success
	7.4 Explain how to promote your business and services
	7.5 Explain the demands of running a successful business, to include: • Strategic planning (activities and finances) • Marketing • Regular reporting • Reviewing performance
	7.6 Explain how to use social media profiles as a group trainer
	7.7 Describe the benefits and risks of using social media platforms
Assessment	Assignment Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand health and safety in the workplace	1.1 Outline the rights and responsibilities of the employer for health and safety in the workplace
	1.2 Outline the rights and responsibilities of the employee for health and safety in the workplace
	1.3 Outline the health, safety and insurance requirements when hiring venues or facilities
	1.4 Explain the term 'duty of care' relating to the health and safety of self and others
	1.5 Identify the key legal and regulatory requirements that are relevant to health and safety in the workplace
	1.6 Describe what may happen if employers and employees do not follow legal requirements
2. Understand hazards and risks in a group training environment	2.1 Describe the differences between a 'hazard' and a 'risk'
	2.2 Identify the common hazards that may occur in a group training environment
	2.3 Identify the five steps of risk assessment
	2.4 Describe how to deal with common hazards and manage risk in the group training environment
3. Understand normal and emergency operating procedures in the workplace	3.1 State the importance of having written systems of work, to include: • Normal operating procedures (NOPs) • Emergency action plans (EAPs) • Risk assessments
	3.2 Describe the key areas that should be included in a normal operating procedure
	3.3 Describe the key areas that should be included in an emergency action plan
4. Understand how to clean and maintain portable equipment	4.1 Describe the appropriate checks required to ensure the safety and cleanliness of equipment
	4.2 List the cleaning substances that can be used to clean equipment
	4.3 Explain the importance of the safe storage and maintenance of equipment
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to consult and support clients to change their exercise behaviour	1.1 Identify appropriate methods for screening and gathering information from clients and gaining their informed consent to exercise
	1.2 Recognise risk-stratification models used to assess risk
	1.3 Describe barriers to changing exercise behaviour
	1.4 Describe motivators for changing exercise behaviour
	1.5 Outline strategies for overcoming barriers and building client motivation
	1.6 Explain how to use communication to support clients at different stages of changing exercise behaviour
	1.7 Recognise different approaches to supporting clients to change their exercise behaviour
	1.8 Explain how SMART (specific, measurable, achievable, relevant/realistic and time-bound) goals can be used to support clients to change their exercise behaviour
	1.9 Differentiate between process and outcome goals for adherence
	1.10 Identify safe and realistic timeframes for the achievement of group goals
	1.11 Identify ways to monitor and review group progress
	1.12 Identify appropriate methods for recording and storing client information
	1.13 Identify other professionals that can support clients when their needs go beyond own scope of practice
	1.14 Recognise when to refer or signpost a client to other professionals
2. Understand the importance of a healthy lifestyle	2.1 Explain the health risks of being overweight or obese
	2.2 Describe the current prevalence of obesity in the UK
	2.3 Explain the risks of an unhealthy lifestyle
	2.4 Explain the benefits of a healthy lifestyle
	2.5 Identify the risks and benefits of exercise for the prevention and management of common health conditions
	2.6 Identify sources of evidence-based, credible health and well-being information
Assessment	Assignment
	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to plan safe and effective group training sessions	1.1 Recognise a safe and effective session structure
	1.2 Identify safe and effective exercises/equipment for inclusion in group training sessions
	1.3 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different clients' needs
	1.4 Identify different ways of using music in a group training session, to include: • Atmosphere • Motivation • Speed • Genre • Lyrics • Background
	1.5 Describe the purpose of a warm-up and cool-down
	1.6 Describe appropriate exercises for inclusion in a warm-up and cool-down
	1.7 Describe the purpose and benefits of cardiovascular exercise
	1.8 Describe the purpose and benefits of muscular fitness and resistance exercises
	1.9 Describe the purpose and benefits of flexibility exercises
	1.10 Describe appropriate exercises to improve different components of fitness, to include: • Muscular strength and endurance: body weight and use of small equipment, for example, bands, weights • Cardiovascular: low- and high-impact • Flexibility and mobility: static and dynamic stretching • Motor skills: coordination and balance, for example
	1.11 Describe different methods for monitoring exercise intensity
	1.12 Explain how small equipment can be incorporated into group training sessions, for example, dumb-bells, barbells, resistance bands, balls, plyo box, foam rollers, tyres and battle ropes

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Be able to plan a safe and effective group training session	2.1 Identify potential risks and hazards that may affect the safety of clients in the chosen group training environment
	2.2 Select safe and effective exercises for all components of the session, which meet clients' needs, abilities and session goals
	2.3 Plan a safe and effective group training session to meet clients' needs and incorporate different components of fitness
	2.4 Plan adaptations and modifications to regress, progress and accommodate different clients' needs
	2.5 Select appropriate types of music for the group training session if applicable, for example: • Atmosphere • Motivation • Speed • Genre • Lyrics • Background
	2.6 Record the session plan using an appropriate format

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to deliver a safe and effective group training session	3.1 Use appropriate techniques and communication skills to: • Greet clients • Build a rapport • Gather information and check readiness to exercise 3.2 Provide appropriate advice and guidance in response to information gathered, to include: • When to signpost to a medical professional • When to defer, and • When to allow participation 3.3 Use appropriate instructional and coaching methods to support clients' performance, to include: • Demonstration • Explanation • Observation • Eye contact • Body language • Change of teaching position • Correction • Adaptation • Coaching points • Cueing • Praise and encouragement • Use of voice, to include: • Tone • Pitch • Variation in volume • Use of silence/no vocals • Scripting 3.4 Use appropriate music for components, where applicable for example, genre, speed, volume 3.5 Use a head mic, where appropriate, to include: • Correct set-up • Management of voice projection • Use of appropriate volume 3.6 Use appropriate exercises and movement patterns to accommodate different clients' needs 3.7 Instruct a safe and effective warm-up 3.8 Instruct a safe and effective cardiovascular component 3.9 Instruct a safe and effective muscular fitness component 3.10 Instruct a safe and effective cool-down component 3.11 Explain the appropriate health and safety considerations to clients 3.12 Monitor exercise intensity 3.13 Monitor exercise safety 3.14 Adapt or modify exercises, as appropriate, to accommodate clients' needs 3.15 Respond accurately/appropriately to clients' questions 3.16 Use motivation techniques that are appropriate to the component and clients' needs 3.17 Use appropriate language and tone that is clear, encouraging and supports clients' goals

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to evaluate own practice	4.1 Gather feedback from clients to review and evaluate practice
	4.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting clients' needs
	4.3 Evaluate the effectiveness of instructional and coaching skills for meeting clients' needs
	4.4 Evaluate the effectiveness of communication for meeting clients' needs
	4.5 Identify ways to improve instructional and coaching skills and communication
	4.6 Identify ways to improve session content for meeting clients' needs
Assessment	Session plans
	Summative observation
	Self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to plan safe and effective group training sessions	1.1 Recognise a safe and effective session structure
	1.2 Identify safe and effective exercises/equipment for inclusion in group training sessions
	1.3 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different clients' needs
	1.4 Describe the purpose of a warm-up and cool-down
	1.5 Describe appropriate exercises for inclusion in a warm-up and cool-down
	1.6 Describe the purpose and benefits of cardiovascular exercise
	1.7 Describe the purpose and benefits of muscular fitness and resistance exercises
	1.8 Describe the purpose and benefits of flexibility exercises
	1.9 Describe appropriate exercises to improve different components of fitness, to include: • Muscular strength and endurance: body weight and use of small equipment, for example, bands, weights • Cardiovascular: low- and high-impact • Flexibility and mobility: static and dynamic stretching • Motor skills: coordination and balance, for example
	1.10 Describe different methods for monitoring exercise intensity
	1.11 Explain how small equipment can be incorporated into group training sessions, for example, dumb-bells, barbells, resistance bands and steps

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand how music and choreography can be incorporated in group training sessions	2.1 Identify different ways of using music to plan a group training to music session, to include: • Beats, phrases and blocks • Choreography approaches, verse and chorus, 32 beat blocks 2.2 Identify appropriate types of music to use for different components of a session, to include: • Speed/beats per minute (bpm) • Rhythm and tempo • Genre • Atmosphere • Motivation • Lyrics 2.3 Identify different dance, movement and exercise styles that can be integrated within a group training to music session, such as aerobics, step, dance cardio, body conditioning 2.4 Identify different choreography methods that can be used to structure a group training to music session, to include: • Verse and chorus • Reverse pyramid • Link part to whole • Add-on • Layering • Cross-phrasing • Pure repetition 2.5 Describe different methods of adapting choreography to accommodate different abilities and maintain class enjoyment, to include: • Base moves (basic foot movement patterns) • Travel • Directional changes, including turns • Rhythm and speed • Levers • Arm patterns • Impact • Plane 2.6 Explain how changes to choreography affect intensity and complexity 2.7 Describe the instructional skills required to instruct a group training to music session, to include: • Mirroring • Right footing • Cueing to music • Demonstration • Scripting

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to plan a safe and effective group training to music session	3.1 Identify potential risks and hazards that may affect the safety of clients in the chosen training environment
	3.2 Select safe and effective exercises for all components of the session, which meet clients' needs, abilities and session goals
	3.3 Plan a safe and effective group training to music session to meet clients' needs and incorporate different components of fitness
	3.4 Plan adaptations and modifications to regress, progress and accommodate different clients' needs
	3.5 Use an appropriate music breakdown to plan a group training to music session
	3.6 Select appropriate types of music to use for different components of an exercise to music session, to include: • Speed/beats per minute (bpm) • Rhythm and tempo • Genre • Atmosphere • Motivation • Lyrics
	3.7 Select appropriate dance and/or choreography styles to integrate within an exercise to music session
	3.8 Use appropriate methods of adapting choreography to accommodate different abilities and maintain enjoyment, to include: • Base moves (basic foot movement patterns) • Travel • Directional changes, including turns • Rhythm and speed • Levers • Arm patterns • Impact • Plane
	3.9 Record the session plan using an appropriate format

Learning outcomes The learner will:	Assessment criteria The learner can:

4. Be able to deliver a safe and effective group training to music session	4.1 Use appropriate techniques and communication skills to:
	• Greet clients
	• Build a rapport
	• Gather information and check readiness to exercise
	
	4.2 Provide appropriate advice and guidance in response to information gathered, to include:
	• When to signpost to a medical professional
	• When to defer, and
	• When to allow participation
	
	4.3 Use appropriate instructional and coaching methods to support clients' performance, to include:
	• Demonstration and mirroring
	• Explanation
	• Observation
	• Eye contact
	• Body language
	• Change of teaching position
	• Correction
	• Adaptation
	• Coaching points
	• Cueing
	• Praise and encouragement
	• Right footing
	• Use of voice, to include:
	   • Tone
	   • Pitch
	   • Variation in volume
	   • Use of silence/no vocals
	
	4.4 Use appropriate music for all components of the session, for example, speed, genre, volume
	
	4.5 Use appropriate movement and choreography patterns to accommodate different participants' needs
	
	4.6 Work to the music for appropriate components of the group training session
	
	4.7 Use of different choreography approaches, to include:
	• Verse and chorus
	• Reverse pyramid
	• Link part to whole
	• Add-on
	• Layering
	• Cross-phrasing
	• Pure repetition

Learning outcomes The learner will:	Assessment criteria The learner can:
	4.8 Use a head mic, where appropriate, to include: • Correct set-up • Management of voice projection • Use of appropriate volume 4.9 Use appropriate exercises and movement patterns to accommodate different clients' needs 4.10 Instruct a safe and effective warm-up 4.11 Instruct a safe and effective cardiovascular component 4.12 Instruct a safe and effective muscular fitness component 4.13 Instruct a safe and effective cool-down component 4.14 Explain the appropriate health and safety considerations to clients 4.15 Monitor exercise intensity 4.16 Monitor exercise safety 4.17 Adapt or modify exercises, as appropriate, to accommodate clients' needs 4.18 Respond accurately/appropriately to clients' questions 4.19 Use motivation techniques that are appropriate to the component and clients' needs 4.20 Use appropriate language and tone that is clear, encouraging and supports clients' goals
5. Be able to evaluate own practice	5.1 Gather feedback from clients to review and evaluate practice 5.2 Evaluate the safety and effectiveness of session structure, music, choreography and selected exercises for meeting clients' needs 5.3 Evaluate the effectiveness of instructional and coaching skills for meeting clients' needs 5.4 Evaluate the effectiveness of communication for meeting clients' needs 5.5 Identify ways to improve instructional and coaching skills and communication 5.6 Identify ways to improve session content for meeting clients' needs
Assessment	Session plan
	Summative observation
	Self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the different environments in which training can take place	1.1 Describe the types of different environments that can be used for fitness training, for example: parks • living rooms • gardens • trim trails • woodland/off-road • hallways with stairs 1.2 Explain the benefits and disadvantages of each different training location
2. Understand the health and safety requirements specific to delivering sessions in different environments	2.1 Outline why health and safety is important in fitness training that takes place in different environments 2.2 Identify the legal and regulatory requirements for health and safety specific to training in different environments 2.3 Identify instructors' roles and responsibilities for ensuring the health and safety of individuals taking part in training in different environments 2.4 Describe the key health and safety documents that are relevant for delivering fitness sessions in different environments 2.5 Summarise the requirements of the Outdoor Code of Practice 2.6 Identify the types of emergencies that may occur specifically in training in different environments 2.7 Explain the procedures to follow if an emergency occurs during a fitness session in different environments 2.8 Describe how to maintain the safety of people involved in emergencies outdoors and in different environments, to include: • children • older people • disabled people

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to manage risks involved in training in different environments	3.1 Identify possible hazards in different training environments, to include: • environment • weather conditions • facilities • equipment • working practices, including lifting and handling of equipment • participant behaviour • the public • animals • security • hygiene • limited space 3.2 Assess the risk presented by hazards in fitness training environments 3.3 Describe how to manage identified risks in training in different environments 3.4 Identify the conditions that can affect training in different environments, to include: • temperature extremes • humidity • rain • snow and ice • wind • poor visibility 3.5 Explain the ways in which weather conditions can affect training in different environments 3.6 Explain how sessions can be safely modified in response to different weather conditions 3.7 Explain the clothing and footwear considerations for training in different environments 3.8 Identify suitable contingency plans for occasions when circumstances and weather conditions make outdoor training impractical or unsafe
4. Understand a range of exercises suitable for training in different environments	4.1 Identify a range of exercises suitable for training in different environments, to include: • cardiovascular • bodyweight • use of environmental features • portable equipment • flexibility 4.2 Describe how to incorporate environmental structures and features into outdoor fitness training sessions

Learning outcomes The learner will:	Assessment criteria The learner can:

5. Be able to adapt session plans and objectives/client goals to train in different environments	5.1 Utilise the aims and objectives of a previously designed one to one exercise session and adapt for a chosen different environment
	
	5.2 Identify environmental considerations relevant to the training session in a different environment
	
	5.3 Plan safe and effective adapted fitness training sessions for individuals, to include:
	
	    • warm-up
	
	    • main component
	
	    • cool-down
	
	5.4 Provide alternatives to the programmed exercises if participants cannot take part as planned
	
	5.5 Develop a written contingency plan

Assessment	Worksheet
	Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal and professional requirements for group circuit sessions	1.1 Describe the legal and ethical responsibilities of a circuit instructor, to include: • Screening • Recording information • Record-keeping • Client confidentiality 1.2 Explain the personal insurance requirements of a circuit instructor 1.3 Outline the health, safety and insurance requirements when hiring venues or facilities 1.4 Explain the term 'duty of care' relating to the health and safety of self and others 1.5 Explain the licensing requirements of a circuit instructor, for example, music brands
2. Understand the skills, motivations and behaviours needed when delivering to groups	2.1 Identify ways that an instructor can help customers have a positive exercise experience, to include: • Building a rapport • Motivation and enthusiasm • Communication skills 2.2 Identify ways that an instructor can build social support and inclusion within a group environment

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the principles of training for circuit training sessions	3.1 Describe the types of circuit training sessions on offer
	3.2 Identify the benefits of circuit training for clients
	3.3 State the recommended work-to-recovery ratio for circuit training sessions
	3.4 Describe the purpose of active recovery
	3.5 Describe the different methods of circuit training that can be used, for example;
	• Two-thirds workload circuit
	• Progressive colour circuit
	• Timed circuit
	• Repetition circuit
	• Bodyweight-only circuit
	• Command circuit
	• Sports-specific circuit
	• Obstacle circuit
	• HIIT
	• Peripheral heart action (PHA)
	• Compound strength circuit
	• Conditioning circuit
	3.6 Describe the different types of circuit training layout, for example:
	• Satellite circuit
	• Satellite square
	• MSE satellite – aerobic unison
	• Bow-tie – aerobic
	• Squares – strength
	• Lines
	• Pairs
	• Once through
	• Corners
	• Radial
	• Follow the leader
	• Shuttle
	• Work, rest and play
	• Forward and back
	• Bleep
	• Ton Up
	• Sports-specific – boxing
	3.7 Explain how to monitor intensity during the circuit training session

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand how technology can be used in circuit training sessions	4.1 Explain how technology can help clients to increase their activity levels, for example: • Heart-rate monitors • Mobile-phone applications • Wearable technology 4.2 Explain how technology can help clients stay motivated and focussed to help them achieve their goals 4.3 Describe ways that fitness professionals can engage with their clients, using current technology, to include online and on-demand sessions
5. Understand the safety considerations when instructing a circuit training session	5.1 Identify the safety considerations relating to circuit training, to include: • Verbal screening • Equipment set-up • Equipment layout • Exercise technique 5.2 Explain how to monitor and promote safe exercise technique when delivering online sessions 5.3 Identify the common hazards that may occur in a circuit training environment 5.4 Describe how to deal with common hazards and manage risk in the circuit training environment
6. Understand how to clean and maintain portable equipment	6.1 Describe the appropriate checks required to ensure the safety and cleanliness of equipment 6.2 Explain the importance of the safe storage and maintenance of the equipment
7. Be able to plan a safe and effective group circuit training session	7.1 Carry out a risk assessment on the chosen environment 7.2 Plan a safe and effective group circuit training session to meet clients' needs and incorporate different components of fitness 7.3 Plan adaptations and modifications to regress, progress and accommodate different clients' needs 7.4 Select appropriate music for the session, for example: • Atmosphere • Motivation • Speed • Genre • Lyrics • Background 7.5 Record the session plan using an appropriate format

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Be able to prepare clients for a circuit training session	8.1 Use appropriate techniques and communication skills to: • Greet clients • Build a rapport • Gather information and check readiness to exercise 8.2 Provide appropriate advice and guidance in response to information gathered, to include: • When to signpost to a medical professional • When to defer • When to allow participation 8.3 Explain the appropriate health and safety considerations, to include: • Safe equipment use • Format of the circuit • Other participants • Water • Towel 8.4 Demonstrate the correct exercise technique for each of the different stations and equipment to be used in the session

Learning outcomes The learner will:	Assessment criteria The learner can:

9. Be able to deliver a safe and effective group circuit training session	9.1 Use the appropriate instructional and coaching methods to support clients' performance, to include:
	• Demonstration
	• Explanation
	• Observation
	• Eye contact
	• Body language
	• Correction
	• Adaptation
	• Coaching points
	• Cueing
	• Visualisation
	• Praise and encouragement
	• Use of voice, to include:
	  • Tone
	  • Pitch
	  • Variation in volume
	  • Use of silence/no vocals
	
	9.2 Use appropriate music for components, for example, genre, speed, volume
	
	9.3 Use a head mic, where appropriate, to include:
	• Correct set-up
	• Management of voice projection
	• Use of appropriate volume
	
	9.4 Instruct a safe and effective warm-up
	9.5 Instruct a safe and effective main section
	9.6 Instruct a safe and effective cool-down component
	9.7 Monitor exercise intensity
	9.8 Monitor exercise safety
	9.9 Adapt or modify exercises, as appropriate, to accommodate clients' needs
	9.10 Respond accurately/appropriately to clients' questions

10. Be able to evaluate own practice	10.1 Gather feedback from clients to review and evaluate practice 10.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting clients' needs 10.3 Evaluate the effectiveness of instructional and coaching skills in meeting clients' needs 10.4 Evaluate the effectiveness of communication in meeting clients' needs 10.5 Identify ways to improve instructional and coaching skills and communication 10.6 Identify ways to improve session content for meeting clients' needs

Learning outcomes The learner will:	Assessment criteria The learner can:
Assessment	Worksheet
	Session plan
	Observation
	Self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal and professional requirements for group kettlebell sessions	1.1 Describe the legal and ethical responsibilities of a kettlebell instructor, to include: • Screening • Recording information • Record-keeping • Client confidentiality 1.2 Explain the personal insurance requirements of a kettlebell instructor 1.3 Outline the health, safety and insurance requirements when hiring venues or facilities 1.4 Explain the term 'duty of care' relating to the health and safety of self and others 1.5 Explain the licensing requirements of a kettlebell instructor, for example, music brands
2. Understand the skills, motivations and behaviours needed when delivering to groups	2.1 Identify ways that an instructor can help customers have a positive exercise experience, to include: • Building a rapport • Motivation and enthusiasm • Communication skills 2.2 Identify ways that an instructor can build social support and inclusion within a group environment
3. Understand the principles of training for kettlebell training	3.1 Describe the structure of a kettlebell 3.2 Identify the benefits of kettlebell training for clients 3.3 Explain how kettlebell training can be used as a functional training tool 3.4 Identify the physiological adaptations to kettlebell training 3.5 Explain how to monitor intensity during the kettlebell training session

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand how technology can be used in kettlebell training sessions	4.1 Explain how technology can help clients to increase their activity levels, for example: • Heart-rate monitors • Mobile-phone applications • Wearable technology 4.2 Explain how technology can help clients stay motivated and focussed to help them achieve their goals 4.3 Describe ways that fitness professionals can engage with their clients, using current technology, to include online and on-demand sessions
5. Understand the safety considerations when instructing a kettlebell training session	5.1 Identify the safety considerations relating to kettlebell training, to include: • Verbal screening • Contra-indicated conditions • Equipment layout • Exercise technique 5.2 Explain how to monitor and promote safe exercise technique when delivering online sessions 5.3 Identify the common hazards that may occur in a kettlebell training environment 5.4 Describe how to deal with common hazards and manage risk in the kettlebell training environment
6. Understand how to clean and maintain portable equipment	6.1 Describe the appropriate checks required to ensure the safety and cleanliness of equipment 6.2 Explain the importance of the safe storage and maintenance of the equipment
7. Be able to plan a safe and effective group kettlebell training session	7.1 Carry out a risk assessment on the chosen environment 7.2 Plan a safe and effective group kettlebell training session to meet clients' needs and incorporate different components of fitness 7.3 Instruct a range of exercises that are specific to kettlebells 7.4 Plan adaptations and modifications to regress, progress and accommodate different clients' needs 7.5 Select appropriate music for the session, for example: • Atmosphere • Motivation • Speed • Genre • Lyrics • Background 7.6 Record the session plan using an appropriate format

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Be able to prepare clients for a kettlebell training session	8.1 Use appropriate techniques and communication skills to: • Greet clients • Build a rapport • Gather information and check readiness to exercise 8.2 Provide appropriate advice and guidance in response to information gathered, to include: • When to signpost to a medical professional • When to defer • When to allow participation 8.3 Explain the appropriate health and safety considerations, to include: • Safe equipment use • Safe layout • Other participants • Water • Towel 8.4 Demonstrate the correct exercise technique for each of the kettlebell lifts to be used in the session

Learning outcomes The learner will:	Assessment criteria The learner can:

9. Be able to deliver a safe and effective group kettlebell training session	9.1 Use appropriate instructional and coaching methods to support clients' performance, to include:
	• Demonstration
	• Explanation
	• Observation
	• Eye contact
	• Body language
	• Correction
	• Adaptation
	• Coaching points
	• Cueing
	• Visualisation
	• Praise and encouragement
	• Use of voice, to include:
	  • Tone
	  • Pitch
	  • Variation in volume
	  • Use of silence/no vocals
	
	9.2 Use appropriate music for components, for example, genre, speed, volume
	
	9.3 Use a head mic, where appropriate, to include:
	• Correct set-up
	• Management of voice projection
	• Use of appropriate volume
	
	9.4 Instruct a safe and effective warm-up
	
	9.5 Instruct a safe and effective main section
	
	9.6 Instruct a safe and effective cool-down component
	
	9.7 Monitor exercise intensity
	
	9.8 Monitor exercise safety
	
	9.9 Adapt or modify exercises, as appropriate, to accommodate clients' needs
	
	9.10 Respond accurately/appropriately to clients' questions

Learning outcomes The learner will:	Assessment criteria The learner can:
10. Be able to evaluate own practice	10.1 Gather feedback from clients to review and evaluate practice
	10.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting clients' needs
	10.3 Evaluate the effectiveness of instructional and coaching skills in meeting clients' needs
	10.4 Evaluate the effectiveness of communication in meeting clients' needs
	10.5 Identify ways to improve instructional and coaching skills and communication
	10.6 Identify ways to improve session content for meeting clients' needs
Assessment	Worksheet
	Session plan
	Observation
	Self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal and professional requirements for group studio cycling	1.1 Describe the legal and ethical responsibilities of a studio cycling instructor, to include: • Screening • Recording information • Record-keeping • Client confidentiality 1.2 Explain the personal insurance requirements of a studio cycling instructor 1.3 Outline the health, safety and insurance requirements when hiring venues or facilities 1.4 Explain the term 'duty of care' relating to the health and safety of self and others 1.5 Explain the licensing requirements of a studio cycling instructor, for example, music brands
2. Understand the skills, motivations and behaviours needed when delivering to groups	2.1 Identify ways that an instructor can help customers have a positive exercise experience, to include: • Building a rapport • Motivation and enthusiasm • Communication skills 2.2 Identify ways that an instructor can build social support and inclusion within a group environment

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the key concepts of studio cycling	3.1 Describe the types of studio cycling sessions on offer 3.2 Identify the benefits of studio cycling for clients 3.3 Describe a range of handlebar grips, to include: • Narrow grip • Wide grip • High grip 3.4 State the importance of efficient pedal strokes/cadence 3.5 Describe a range of riding techniques, to include: • Seated • Seated climb • Standing climb • Sprinting • Hovering 3.6 Explain the difference between free and fixed wheel cycling 3.7 Describe how visualisation techniques can be used to maximise client motivation 3.8 Explain how different profiles can be used to plan studio cycling classes 3.9 Describe how to match music to different profiles/sections of the class
4. Understand the principles of training for studio cycling	4.1 Identify the muscles that are trained during studio cycling, to include: • Quadriceps • Hamstrings • Gastrocnemius • Soleus • Gluteals • Abdominals • Erector spinae • Stabilising muscles 4.2 Explain the importance of posture for efficient breathing when cycling 4.3 Explain how to monitor intensity during the studio cycling session 4.4 Explain the importance of rehydration during studio cycling sessions 4.5 Explain how small equipment can be incorporated into a studio cycling session to provide a whole-body workout

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Understand how technology can be used in studio cycling sessions	5.1 Explain how technology can help clients to increase their activity levels, for example: • Heart-rate monitors • Mobile-phone applications • Wearable technology 5.2 Explain how technology can help clients stay motivated and focussed to help them achieve their goals 5.3 Describe ways that fitness professionals can engage with their clients, using current technology, to include online and on-demand sessions
6. Know the safety considerations when instructing a studio cycling session	6.1 Identify the safety considerations relating to studio cycling, to include: • Verbal screening • Bike safety and set-up • Foot position • Seat height • Fore/aft seat position • Handlebar height • Correct form 6.2 Explain the common injuries caused by studio cycling and how to avoid these, for example: • Knee injuries • Back injuries • Hip injuries • Wrist injuries 6.3 Explain how to monitor and promote safe studio cycling when delivering online sessions 6.4 Identify the common hazards that may occur in a studio cycling environment 6.5 Describe how to deal with common hazards and manage risk in the studio cycling environment
7. Understand how to clean and maintain studio cycling equipment	7.1 Describe the appropriate checks required to ensure the safety and cleanliness of studio cycling equipment, to include: • Checking for any loose or worn parts • Checking chain/belt tension 7.2 List the cleaning substances that can be used to clean the studio cycling equipment 7.3 Describe the regular cycle maintenance required to ensure the safety of studio cycling equipment, to include: • Lubrication of moving parts • Tightening bolts/pins • Cleaning brake pads • Cleaning and inspection of the interior of the chain guard • Cleaning, inspection and lubrication of pedal threads

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Be able to plan a safe and effective group studio cycling session	8.1 Identify potential risks and hazards that may affect the safety of clients in the chosen environment
	8.2 Plan a safe and effective group studio cycling session to meet clients' needs and incorporate different components of fitness
	8.3 Plan adaptations and modifications to regress, progress and accommodate different clients' needs
	8.4 Select appropriate music for the session, for example: • Atmosphere • Motivation • Speed • Genre • Lyrics • Background
	8.5 Record the session plan using an appropriate format
9. Be able to prepare clients for a studio cycling session	9.1 Use appropriate techniques and communication skills to: • Greet clients • Build a rapport • Gather information and check readiness to exercise
	9.2 Provide appropriate advice and guidance in response to information gathered, to include: • When to signpost to a medical professional • When to defer • When to allow participation
	9.3 Explain how to safely set up the bike for the session, to include: • Handlebars • Saddle height • Pedals
	9.4 Explain the appropriate health and safety considerations, to include: • Safe braking/stopping • Pedal straps • Water • Towel
	9.5 Demonstrate the correct posture, hand and seating positions for the different profiles to be used in the session

Learning outcomes The learner will:	Assessment criteria The learner can:

10. Be able to deliver a safe and effective group studio cycling session	10.1 Use the appropriate instructional and coaching methods to support clients' performance, to include:
	• Demonstration
	• Explanation
	• Observation
	• Eye contact
	• Body language
	• Correction
	• Adaptation
	• Coaching points
	• Cueing
	• Visualisation
	• Praise and encouragement
	• Use of voice, to include:
	  • Tone
	  • Pitch
	  • Variation in volume
	  • Use of silence/no vocals
	10.2 Use appropriate music for components/profiles, for example, genre, speed, volume
	10.3 Use a head mic, where appropriate, to include:
	• Correct set-up
	• Management of voice projection
	• Use of appropriate volume
	10.4 Instruct a safe and effective warm-up
	10.5 Instruct a safe and effective main section
	10.6 Instruct a safe and effective cool-down component
	10.7 Monitor exercise intensity
	10.8 Monitor exercise safety
	10.9 Adapt or modify exercises, as appropriate, to accommodate clients' needs
	10.10 Respond accurately/appropriately to clients' questions

11. Be able to evaluate own practice	11.1 Gather feedback from clients to review and evaluate practice 11.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting clients' needs 11.3 Evaluate the effectiveness of instructional and coaching skills in meeting clients' needs 11.4 Evaluate the effectiveness of communication in meeting clients' needs 11.5 Identify ways to improve instructional and coaching skills and communication 11.6 Identify ways to improve session content for meeting clients' needs

Learning outcomes The learner will:	Assessment criteria The learner can:
Assessment	Worksheet
	Session plan
	Observation
	Self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal and professional requirements for leading children's physical activity sessions	1.1 Explain the process and legal requirements of informed consent as it applies to children 1.2 Describe two legal responsibilities regarding record-keeping and client confidentiality and two ethical responsibilities regarding screening and recording information 1.3 Explain the insurance requirements and their importance when working as an instructor of physical activity to children 1.4 Explain the importance of maintaining professional boundaries when working with children
2. Understand the key legislation and organisational requirements for safeguarding and protecting children	2.1 State what is meant by safeguarding children 2.2 Give examples of where to seek advice and support on safeguarding and protecting children and young people 2.3 Give examples of an organisation's policies and procedures related to safeguarding and protecting children 2.4 Explain the importance of following an organisation's safeguarding policy and procedures 2.5 Explain their responsibility when implementing the organisation's safeguarding policy and procedures; and state who is responsible for safeguarding and protecting children and young people within an organisation
3. Know the current recommended physical activity guidelines for children	3.1 State the current Chief Medical Officer's physical activity guidelines for children 3.2 Outline the importance of and provide an example of how components of fitness can be incorporated into a children's physical activity session. Including: • cardiovascular training • strength training • flexibility/mobility training • locomotor and motor skills training
4. Understand how to select suitable activities and equipment for children's activity sessions	4.1 Give examples of activities suitable for children's activity sessions 4.2 List the types of activity that should be avoided and explain the reason for this 4.3 Explain the importance of safely storing and maintaining equipment

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Understand how to lead safe and effective physical activity sessions for children	5.1 List the instructional qualities that are essential when working with children
	5.2 Explain how each component of the STEP (Space, Time, Equipment, People) framework can be used to deliver and adapt a children's physical activity session
	5.3 Describe how to teach a safe and effective physical activity session
	5.4 Describe how to maintain safe behaviour in a physical activity session
	5.5 Give examples of key questions/communications when instructing children's physical activity sessions
6. Understand the principles of motivating children to adhere to exercise/physical activity	6.1 Explain why it is important for children to take personal responsibility for their own fitness and motivation
	6.2 Describe how to assist children to develop their own strategy for motivation and adherence to physical activity
	6.3 List examples of typical barriers to physical activity that children have and explain ways to overcome them

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Be able to plan a safe, effective and inclusive physical activity sessions for children for both age groups 5-11 and 11-15	7.1 Provide a session summary which includes: • first aid, registration and facility requirements • health and safety checks carried out prior to the session • identified risks and hazards in the children's activity environment • a strategy to manage any risks and promote safety in the children's activity environment • a summary of the session planned to include total time, number in group, staff/child ratios and average age of group • overview of the session including the aims of the session • information on how to manage behaviour • information on rules of session • information on component of fitness involved in the session • information on skills and techniques involved in the session 7.2 Plan a safe and effective session that contains: • appropriate selection of activities based on group • safe and effective warm-up activities • a suitable intensity and duration • a warmup, main component and cool down 7.3 Plan a session that includes: • suitable adaptations for individual participants needs/requirements • suitable adaptations for the most able participant/s • suitable adaptations for the least able participant/s • suitable adaptations/contingency planning for STEP (Space, Time, Equipment, People) 7.4 Identify when to intervene in the activity session

| Learning outcomes
The learner will: | Assessment criteria
The learner can: |
|---|---|
| 8. Be able to prepare children for physical activity | 8.1 Set up the activity session making effective use of the activity environment |
| | 8.2 Identify and manage any risks and hazards that affect the safety of the children and the programme in the activity environment |
| | 8.3 Welcome the children appropriately |
| | 8.4 Follow the correct procedure for registering the children's attendance |
| | 8.5 Verbally screen the children to check their readiness to participate |
| | 8.6 Explain the appropriate health and safety considerations to the children, parents and carers |
| | 8.7 Outline the purpose and structure of the session |
| | 8.8 Provide clear information to maintain safe behaviour management |
| 9. Be able to deliver physical activity to children | 9.1 Instruct/coach correct technique and safe use of equipment and activities |
| | 9.2 Give clear/accurate explanations to the children appropriate to the needs and level of experience of the children |
| | 9.3 Select and instruct safe and effective activities |
| | 9.4 Use supportive and motivational behaviour with the children |
| | 9.5 Communicate with the children in a way that is appropriate to their needs, is fun and motivates them to take part |
| | 9.6 Adapt the activities appropriately for the children when necessary |
| | 9.7 Give appropriate alternatives to the children when necessary |
| | 9.8 Monitor that children have been sufficiently active in taking part in the session in a safe manner |
| | 9.9 Use/ reinforce key instruction points to improve the children's performance and encourage independence |
| | 9.10 Use appropriate teaching positions to enable continued observation/correction of children |
| | 9.11 Gain feedback from the children to check understanding of their performance |
| | 9.12 Develop and maintain an atmosphere of fun and enjoyment |
| | 9.13 Manage the children's behaviour throughout the session |
| | 9.14 Project volume and pitch of voice effectively in the activity environment |
| | 9.15 Provide cueing to enable children to work to the structure and phrase of the music, where relevant |
| | 9.16 Manage the timings of the session effectively |

Learning outcomes The learner will:	Assessment criteria The learner can:
10. Be able to bring a physical activity session to an end	10.1 Give constructive feedback to the children based on their activity experience
	10.2 Gain feedback from the children as to how well their goals were met and how effective the planned activities were
	10.3 Gain feedback from the children as to how effective their motivational and instructional styles were
	10.4 Check that the environment and equipment was left in good order
11. Be able to reflect on providing physical activity sessions for children	11.1 Review how feedback was gathered from participants to review and evaluate practice
	11.2 Provide examples of feedback provided by participants that they will use to review and evaluate their practice
	11.3 Describe ways the session selected activities and equipment were safe and effective for meeting participants' needs
	11.4 Describe ways to improve the choice of activities to better meet participants' needs
	11.5 Describe ways in which a range of skills were effective for meeting participants' needs, including: • instructional/coaching • motivational • communication
	11.6 Describe ways in which a range of skills could be improved to better meet participants' needs, including: • instructional/coaching • motivational • communication
Assessment	Worksheet Assignment Summative observed session Session self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to plan a safe and effective water-based exercise session	1.1 Describe the benefits of water-based exercise, to include: the effects of different properties of water • buoyancy and floatation • depth • temperature • resistance – frontal, viscous and eddy • hydrostatic pressure 1.2 Identify risks and hazards in the pool environment 1.3 Identify how to manage risks and promote safety in the pool environment 1.4 Describe the importance of the following environmental factors when planning sessions: • water temperature • air temperature • humidity 1.5 Describe the effects of thermoregulation on class structure 1.6 Identify the factors to consider when including non-swimmers in a session 1.7 Recognise a safe and effective session structure 1.8 Identify safe and effective exercises for inclusion in a water-based session, to include: • shallow water • deep water 1.9 Identify equipment that can be used in a water-based session, to include: • floats • mitts • water bells • woggles • vests • hydro discs 1.10 Identify different ways of using music to plan a water-based session, to include: • atmosphere • motivation • speed • genre • lyrics • background layering

Learning outcomes The learner will:	Assessment criteria The learner can:
	1.11 Identify appropriate types of music to use for different components of a water-based session, to include: • speed/beats per minute (bpm) • rhythm and tempo • genre 1.12 Describe the legal requirements of using music 1.13 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different participant needs 1.14 Describe how to manipulate the properties of water to regress and progress exercises 1.15 Describe how to manipulate the properties of water to accommodate different participant needs 1.16 Describe the purpose of a warmup and cool down 1.17 Describe the purpose and benefits of cardiovascular exercise in a water-based exercise session 1.18 Describe the purpose and benefits of muscular fitness exercises in a water-based exercise session 1.19 Describe the purpose and benefits of flexibility exercises in a water-based exercise session 1.20 Describe appropriate exercises to improve different components of fitness in a water-based exercise session, to include: • warm up • cardiovascular • muscular strength and endurance • flexibility • motor skills • cool down 1.21 Compare different methods for monitoring exercise intensity for water-based exercise

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Be able to plan a safe and effective water-based exercise session	2.1 Identify and manage risks and hazards that affect safety of the participants and the programme in the exercise environment
	2.2 Identify objectives that are appropriate to: • the likely needs and potential of the participants • accepted good practice in the industry • own level of competence
	2.3 Select safe and effective exercises for all components of the session, which meet the participant's needs and ability and group goals
	2.4 Plan a safe and effective health-related water-based exercise programme to meet participant's needs and incorporate different components of fitness
	2.5 Include the use of music where appropriate to the sessions' objectives
	2.6 Plan adaptations and modifications to regress, progress and accommodate different participant's needs
	2.7 Plan realistic timings and sequence
	2.8 Record exercises using an appropriate format
3. Understand the principles of instructing water-based exercise	3.1 Identify the safe and effective alignment for a range of water-based exercise positions to develop: • cardiovascular fitness • muscular fitness • motor skills
	3.2 Describe how to develop participant co-ordination by building exercises/movements up gradually
	3.3 Describe effective methods of building combinations of movements
	3.4 Describe the principles of group behaviour management during water-based sessions
	3.5 Describe the effect of levers, gravity, buoyancy, floatation, turbulence and resistance on water-based exercise
	3.6 Describe the effect water has on the body, for example static and travelling, balance, greater range of joint movement, mobility, hyperbaric pressure on the chest
	3.7 Describe how water-based exercise can assist injury rehabilitation

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to deliver a safe and effective water-based exercise programme	4.1 Use appropriate techniques and communication skills to: • greet participant's • build rapport • gather information and check readiness to exercise 4.2 Provide appropriate advice and guidance in response to information gathered, to include: • when to signpost to a medical professional, • when to defer and • when to allow participation 4.3 Use appropriate teaching skills to support to participant's performance, to include: • demonstration, mirroring and movement speed • explanation • observation and correction • change of teaching position • teaching points for alignment and use of water • alternatives and adaptations • motivation, praise and encouragement 4.4 Use volume, pitch and voice projection with or without a microphone 4.5 Provide cueing to enable participants to exercise if appropriate to the session 4.6 Instruct a safe and effective warm up for water-based session 4.7 Instruct a safe and effective cardiovascular component for a water-based session 4.8 Instruct a safe and effective muscular fitness component for a water-based session 4.9 Instruct a safe and effective cool down and flexibility component for a water-based session 4.10 Explain appropriate health and safety considerations to participants 4.11 Monitor exercise intensity 4.12 Monitor exercise safety 4.13 Adapt or modify exercises as appropriate to accommodate participant's needs 4.14 Respond accurately/appropriately to participant's questions

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Be able to evaluate own practice	5.1 Gather feedback from participants to review and evaluate practice
	5.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting participant's needs
	5.3 Evaluate the effectiveness of instructional skills for meeting participant's needs
	5.4 Evaluate the effectiveness of communication for meeting participant's needs
	5.5 Identify ways to improve instructional skills and communication
	5.6 Identify ways to improve session content for meeting participant's needs
Assessment	Worksheet
	Assignment
	Summative observed session
	Session self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the types of outdoor fitness training environments	1.1 Describe the types of outdoor environments that can be used for fitness training, for example: • parks • beaches • gardens • trim trails • woodland/off-road 1.2 Explain the benefits and disadvantages of each outdoor training location
2. Understand the health and safety requirements specific to delivering outdoor fitness sessions	2.1 Outline why health and safety is important in outdoor fitness training environments 2.2 Identify the legal and regulatory requirements for health and safety specific to outdoor fitness training 2.3 Identify roles and responsibilities for ensuring the health and safety of individuals taking part in outdoor fitness training sessions 2.4 Describe the key health and safety documents that are relevant for delivering outdoor fitness sessions 2.5 Summarise the requirements of the Outdoor Code of Practice 2.6 Identify the types of emergencies that may occur specifically in outdoor fitness training environments 2.7 Explain the procedures to follow if an emergency occurs during an outdoor fitness session 2.8 Describe how to maintain the safety of people involved in emergencies outdoors, to include: • children • older people • disabled people

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to manage risks in outdoor fitness training environments	3.1 Identify possible hazards in outdoor fitness training environments, to include: • environment • weather conditions • facilities • equipment • working practices, including lifting and handling of equipment • participant behaviour • the public • animals • security • hygiene 3.2 Assess the risk presented by hazards in outdoor fitness training environments 3.3 Describe how to manage identified risks in outdoor fitness training environments 3.4 Identify the weather conditions that can affect training in outdoor fitness sessions, to include: • temperature • humidity • rain • snow and ice • wind • poor visibility 3.5 Explain the ways in which weather conditions can affect outdoor training sessions 3.6 Explain how exercises can be safely modified in response to different weather conditions 3.7 Explain the clothing and footwear considerations for training in different weather conditions 3.8 Identify suitable contingency plans for occasions when weather conditions make outdoor training impractical or unsafe

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the considerations for conducting outdoor training sessions with groups	4.1 Describe a range of outdoor group fitness training methods, to include: • circuit training • bootcamp training • games • health walks • green gyms 4.2 Explain the benefits and challenges of delivering group outdoor fitness training sessions 4.3 Describe the need for professionalism when working with groups of participants outdoors 4.4 Explain how to apply safe session structure to outdoor sessions, to include: • warm-up • main session • cool-down 4.5 Identify instructional cues and teaching points when working with groups outdoors, to include: • effective use of body language • correct demonstrations • use of timely feedback • effective exercise correction
5. Understand a range of exercises suitable for use in outdoor fitness training environments	5.1 Identify a range of exercises suitable for outdoor fitness training, to include: • cardiovascular • bodyweight • use of environmental features • portable equipment • flexibility 5.2 Describe how to incorporate environmental structures and features into outdoor fitness training sessions 5.3 Describe how training systems can be used when designing an outdoor fitness programme 5.4 Describe how to incorporate the use of a partner or group in outdoor fitness training sessions
Learning outcomes The learner will:	Assessment criteria The learner can:

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Be able to plan outdoor fitness training sessions	6.1 Describe the aims and objectives of the outdoor exercise session
	6.2 Identify environmental considerations relevant to the outdoor fitness training session
	6.3 Plan safe and effective fitness training sessions for groups, to include: • warm-up • main component • cool-down
	6.4 Provide alternatives to the programmed exercises if participants cannot take part as planned
	6.5 Develop a written contingency plan
7. Be able to deliver outdoor fitness training sessions	7.1 Prepare the equipment and environment for a planned outdoor fitness training session
	7.2 Carry out a safety check of the environment and equipment for a planned outdoor fitness training session
	7.3 Implement control measures to mitigate any anticipated hazards that may affect a planned outdoor fitness session
	7.4 Ensure there is access to essential amenities, to include: • toilets • drinking water • first aid supplies • emergency telephone
	7.5 Check that all participants are appropriately prepared for the session, to include: • access to water • suitable footwear • appropriate clothing for weather conditions • pre-activity health screening
	7.6 Help participants feel at ease in the outdoor fitness environment
	7.7 Explain the planned aims, objectives and outdoor safety considerations
	7.8 Explain the physical and technical demands of the planned exercises and how the outdoor environment may affect these

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Be able to deliver safe and effective outdoor fitness training sessions	8.1 Provide a warm-up appropriate to participants' needs, the planned session and environmental conditions
	8.2 Make best use of the environment to maintain participant safety and achieve session objectives
	8.3 Provide instructions, explanations and demonstrations that are technically correct, safe and effective
	8.4 Adapt verbal and non-verbal communication methods to ensure clear communication with participants
	8.5 Analyse participants' performance, providing positive reinforcement throughout
	8.6 Provide timely exercise correction using appropriate techniques and communication modalities
	8.7 Explain how exercises can be progressed or regressed to meet participants' needs
	8.8 Provide motivation in a style consistent with the session that is respectful of participants
	8.9 Address the needs of individual participants without detracting from the experience of the group as a whole
	8.10 Lead a cool-down suitable for the type and intensity of physical exercise, participants' needs and the environmental conditions
	8.11 Review the session with participants, to include: • providing feedback to participants on performance during the session • gathering feedback from participants about their experience of the session • providing participants with information about future sessions
	8.12 Oversee the participants' safe departure from the session
	8.13 Leave the environment in a suitable condition for others to use
9. Be able to evaluate outdoor fitness training sessions	9.1 Review the safety and effectiveness of the session
	9.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting participant needs
	9.3 Evaluate the effectiveness of instructional skills for meeting participant needs
	9.4 Evaluate the effectiveness of communication for meeting participant needs
	9.5 Identify ways to improve instructional skills and communication
	9.6 Identify ways to improve session content to meet participant needs

Learning outcomes The learner will:	Assessment criteria The learner can:
Assessment	Worksheet
	Assignments
	Summative observation
	Self-evaluation worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the attitude, skills and demands required to be a successful entrepreneur	1.1 Define the terms, 'entrepreneur' and 'intrapreneur' 1.2 Differentiate the key differences between an entrepreneur and intrapreneur, to include: • employment status • resources • pros and cons of each role 1.3 Explain the key skills/attitudes of entrepreneurs, to include: • personal characteristics • interpersonal skills • critical and creative thinking skills • practical skills 1.4 Describe the risks of starting and running a small business 1.5 Explain the demands of successfully running a small business, to include: • long hours/time management • pressures associated with decision-making • financial commitments • potential consequences • completion of tedious tasks • filling gaps in knowledge 1.6 Explain the benefits of using a SWOT (strengths, weaknesses, opportunities and threats) analysis when developing a new enterprise or small business
2. Be able to evaluate personal skills and attitudes required to be a successful entrepreneur	2.1 Evaluate own strengths, weaknesses, opportunities and threats in relation to enterprise 2.2 Develop a personal action plan to address own strengths, weaknesses, opportunities and threats in relation to enterprise

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to plan an enterprise activity	3.1 Identify a problem or opportunity for enterprise 3.2 Identify the customer profile of a selected enterprise 3.3 Design potential solutions to an enterprise problem or opportunity 3.4 Analyse the viability of the potential solutions to an enterprise problem or opportunity 3.5 Present a proposal/action plan for a solution to an enterprise problem or opportunity, to include: • aims and objectives • stages/milestones of the enterprise • unique selling point (USP) • marketing strategy • communication methods/techniques for a range of customer profiles • obtaining feedback from customers/end users • resources required • areas of risk and difficulty (where things might go wrong) • budget • potential reinvestment plans for any money made from the enterprise activity
Assessment	Assignment Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand marketing techniques and tactics	1.1 Define the term marketing
	1.2 Explain the role of marketing in business
	1.3 Identify the factors that influence marketing decisions, to include: • internal • external • financial
	1.4 Explain the components of a marketing mix, to include: • price • product • promotion • place
	1.5 Evaluate the advantages and disadvantages/constraints of common marketing methods or techniques, to include: • press release • cold calling • flyer/poster • competitions • giveaways/free trials • e/digital marketing • social media tools
	1.6 Explain the purpose of a marketing plan/strategy for a brand, service or product

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand how to conduct market research to develop current or future brands, services or products	2.1 Evaluate different methods of market research, to include: • surveys • focus groups • interviews • field trials • observation (of behaviour) 2.2 Explain the process of crowdsourcing 2.3 Explain how to conduct market research for a brand, service or product 2.4 Describe methods of analysing results/data from market research activities (to include comparison to market competition) 2.5 Explain the importance of setting goals for marketing performance
3. Be able to produce marketing materials for promotional campaigns	3.1 Conduct market research for a brand, service or product 3.2 Analyse results / data from market research activities (to include comparison to market competition) 3.3 Design graphics that represents a brand, service or product to a target market 3.4 Produce promotional material for a brand, service or product target market 3.5 Justify the approach taken to developing promotional material(s) for a target market
4. Be able to develop a marketing plan/strategy for a brand, service or product	4.1 Identify the target audience of a marketing campaign for a brand, service or product 4.2 List the key objectives and targets within a marketing campaign for a brand, service or product 4.3 List risks and difficulties that may be encountered in the marketing of a brand, service or product 4.4 Develop a marketing timeline for the brand, service or product 4.5 Explain how the marketing plan will be communicated with stakeholders
Assessment	Assignment Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to research the variety of opportunities available in higher education	1.1 Identify the opportunities in higher education which are suited to own aspirations 1.2 Investigate further information regarding a selection of higher education opportunities 1.3 Evaluate information about identified higher education opportunities
2. Understand the personal value of applying to higher education	2.1 Evaluate the advantages and disadvantages of following a higher education course in relation to own personal development, career aspirations and circumstances 2.2 Explain potential financial and personal challenges that an individual may face in entering higher education 2.3 Investigate the support available to enable a course of higher education, to include: • financial • accommodation • travel
3. Understand the application process for higher education	3.1 Identify the methods of applying to higher education establishments 3.2 Obtain relevant information to plan a course of action and provide a clear rationale for the plan 3.3 Explain the time-frames involved
4. Be able to apply for a higher education course	4.1 Complete the application process relevant to chosen higher education opportunity
Assessment	Assignment / Research Higher Education Application

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the research skills needed for higher education	1.1 Explain the importance of time-management when undertaking research, to include: • meeting deadlines • avoidance of deadline evasion • setting personal targets • setting priorities for study/research • working within a time constraint 1.2 Explain the importance of planning research 1.3 Describe different learning styles 1.4 Describe how to identify own learning style and preferences 1.5 Evaluate different exam revision techniques 1.6 Describe how to approach the failure of an exam
2. Understand different research methods	2.1 Describe qualitative research techniques 2.2 Describe quantative research techniques 2.3 Explain the advantages and limitations of different research methods, to include: • interview • questionnaire • observation 2.4 Describe the difficulties in interpreting different information gathered

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand reading techniques needed for academic study	3.1 Describe different reading techniques, to include: • skimming • scanning • reviewing • summarising 3.2 Define active reading 3.3 Explain the effect and purpose of implied meaning within a variety of texts 3.4 Explain implicit meaning within a variety of texts, to include: • hint • suggestion • allusion • inference • assumption • irony • sarcasm • metaphor • symbolism 3.5 Identify techniques used to make reading active 3.6 Explain why making notes is an essential part of the reading process 3.7 Describe different note making techniques 3.8 Identify strategies to help cope with difficult content
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to plan a research project	1.1 Produce draft outlines for research activities 1.2 Seek advice when selecting a research project 1.3 Develop action plans for completion of a research project 1.4 Implement action plans
2. Be able to use learning and revision strategies to suit own learning style	2.1 Identify own learning style and preferences 2.2 Select appropriate techniques to enhance own learning and revision effectiveness 2.3 Apply strategies to enhance own learning and revision effectiveness
3. Be able to research information for a specific project	3.1 Define a specific topic for research 3.2 Define the aims and limits of the research within a chosen subject area 3.3 Use relevant research techniques to extract the information needed for a specific project 3.4 Formulate questions to provide focus when investigating information and/or ideas 3.5 Use purposeful questions across a range of academic and non-academic sources, to include: • books • text-books • newspapers • journals • electronic sources (e-books, websites, DVDs) 3.6 Use a range of resources to extract information for a specific research project, to include: • books • text-books • newspapers • journals • electronic sources (e-books, websites, DVDs) 3.7 Use reading techniques to explore sources of information, for example: • active reading • skimming • scanning • reviewing • summarising 3.8 Apply note taking techniques to record specific key information 3.9 Determine which sources of information are valid and credible for use in the project 3.10 Extract the final information needed to inform the research project 3.11 Present a logical argument in a research project

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to manage a research project	4.1 Set priorities for study 4.2 Manage own time to complete a research project to deadlines 4.3 Evaluate own allocation of time for tasks 4.4 Monitor own progress towards deadlines 4.5 Meet deadlines set to complete academic tasks
5. Be able to present the findings of a final research project	5.1 Use terminology consistent with the topic's subject 5.2 Present a finished project in forms consistent with subject specific conventions 5.3 Select, synthesise and logically structure information 5.4 Write in fluent, accurate English observing the conventions of grammar, punctuation and spelling 5.5 Demonstrate analytical techniques, to include: • using judgement • presenting an argument • critical analysis • debating views 5.6 Reference credible sources to present an accurate representation of the available scientific research 5.7 Use academic citation/referencing appropriate to the project and the specific project topic
6. Be able to evaluate the research project	6.1 Evaluate and reflect on own performance 6.2 Create an action plan for future improvement
Assessment	Research project

Annex A

CIMSPA Professional Standards

The completion of the following units meets the CIMSPA professional standard for gym instructing.

	Unit	Unit accreditation number
1.	Principles of anatomy, physiology and fitness	A/616/7499
2.	Professionalism and customer care for fitness instructors	K/616/7501
3.	Health and safety in the fitness environment	M/616/7502
4.	Conducting client consultations to support positive behaviour change	A/616/7504
5.	Planning and instructing gym-based exercise	F/616/7505

The completion of the following units meets the CIMSPA professional standard for personal training.

	Unit	Unit accreditation number
7.	Applied anatomy and physiology for exercise, health and fitness	F/615/4012
8.	The principles of nutrition and their application to exercise and health	J/615/4013
9.	Understanding lifestyle, health, well-being and common medical conditions	R/615/4015
10.	Delivering client consultations and health and fitness assessments	L/617/3999
11.	Personal training for individuals and groups in a range of environments	M/617/4000
12.	Professionalism and business acumen for personal trainers	D/615/4020

The completion of the following units meets the CIMSPA professional standard for pool plant operations.

	Unit	Unit accreditation number
22.	The principles of operation and practice of pool water treatment and testing	L/617/7339
23.	The principles of pool plant operations and chemical safety	F/617/7340
24.	The management of pool water quality	J/617/7341

The completion of the following units meets the CIMSPA professional standard for working with antenatal and postnatal clients.

	Unit	Unit accreditation number
40.	Physical activity, health and nutritional considerations for pre and postnatal clients	M/617/2148
41.	Programming safe and effective exercise sessions for pre and postnatal clients	T/617/2149

The completion of the following units meets the CIMSPA professional standard for group training.

	Unit	Unit accreditation number
1.	Principles of anatomy, physiology and fitness	A/616/7499
59.	Professionalism for group training	D/617/1108
60.	Health and safety in a group training environment	H/617/1109
61.	Supporting behaviour change and healthy lifestyles	Y/617/1110
Plus either		
62.	Planning and instructing group training sessions	D/617/1111
Or		
63.	Planning and instructing group training to music sessions	H/617/1112

The completion of the following units meets the CIMSPA professional standard for group training.

	Unit	Unit accreditation number
1.	Principles of anatomy, physiology and fitness	A/616/7499
2.	Professionalism and customer care for fitness instructors	K/616/7501
3.	Health and safety in the fitness environment	M/616/7502
4.	Conducting client consultations to support positive behaviour change	A/616/7504
5.	Planning and instructing gym-based exercise	F/616/7505
Plus either		
65.	Planning and instructing circuit sessions	M/618/3442
Or		
66.	Planning and instructing kettlebell sessions	T/618/3443
Or		
67.	Planning and instructing studio cycling sessions	A/618/3444

The completion of the following units meets the CIMSPA professional standard for coaching.

	Unit	Unit accreditation number
2.	Professionalism and customer care for fitness instructors	K/616/7501
9.	Understanding lifestyle, health, well-being and common medical conditions	R/615/4013
10.	Delivering client consultations and health and fitness assessments	L/617/4000
11.	Personal training for individuals and groups in a range of environments	M/617/4000
12.	Professionalism and business acumen for personal trainers	D/615/4020
15.	Recruitment, and development of colleagues	A/618/3458
19.	Developing the customer experience	F/618/3462
27.	Health and safety for coaching in different environments	J/618/3432
28.	Principles of fundamental movement and sports skills	D/618/3470
29.	Planning multisport activity sessions	H/618/3471
30.	Coaching multisport activity sessions	K/618/3472
31.	Working with children and young people in a coaching environment	T/618/3474
33.	Principles of sports conditioning	A/508/4368
34.	Plan, deliver and evaluate sports conditioning programmes	F/508/4369
56.	Working with communities to promote and support active healthy lifestyles	T/618/3426

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