



Qualification
Guidance

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

Qualification
Accreditation Number:
601/9003/6
Version AIQ005492

Active iQ

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Qualification Accreditation No: 601/9003/6

Introduction

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

| | | | |
|-------------------------------|-----|--|-----|
| Guided learning hours: | 755 | Total qualification time: | 921 |
| Credits: | 86 | Minimum credit to be achieved at or above the level of the qualification: | 58 |

Entry requirements:

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

Qualification outline

Target learners:

- Learners in full-time education aged 16+.

Aim:

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

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

Objectives:

To provide learners with the knowledge and skills to:

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

Progression:

This qualification provides progression into:

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

Links to National Occupational Standards (NOS):

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

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

Employer engagement

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

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

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

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

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

Employer engagement **cannot** be:

- Employers hosting visits or providing premises, facilities or equipment.
- Employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training, etc.
- Learner attendance at career fairs, events or other networking opportunities.
- Simulated or provider-based working environments.
- Employers providing students with job references.

We have highlighted opportunities for employer engagement within the Specific Assessment Guidance. This guidance is not exhaustive and there may be additional opportunities for employer engagement throughout the qualification depending on your locality, local facilities and unit choice.

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

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

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

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

Synoptic assessment

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

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

Within this qualification there are a number of synoptic assessments:

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

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

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

Practical synoptic assessments

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

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

- Anatomy and physiology.
 - Principles of fitness and exercise.
 - Planning exercise sessions.
 - Instructing exercise sessions.
 - Working with people.
 - Collecting and analysing information.
 - Data protection.
 - Communication.
 - Health and safety.
 - Customer care.
 - Self-evaluation and personal development.
 - Personal competence and scope of practice.
-
- An externally set, externally marked synoptic eAssessment, sat under invigilated conditions that cover the following areas of mandatory content:
 - Client consultation.
 - Programming and exercise adaptations.
 - Analysis of exercise technique.
 - Health and safety.
 - Customer care.
 - Client motivation and support.
 - Nutritional guidance.
-
- An externally set, internally assessed holistic assessment of planning and instructing a gym-based exercise session with a client. This includes:
 - Client consultation.
 - Designing a client programme.
 - Summative observed session.
 - Self-evaluation.
-
- An externally set, internally assessed holistic assessment of client consultation and the planning and instructing of a personal training session with the client. This includes:
 - Client consultation.
 - Health and fitness testing.
 - Instructing training techniques.
 - Case study.
 - Summative observed personal training session.
 - Professional discussion or worksheet.

- An externally set, internally assessed holistic assessment of enterprise and entrepreneurship, marketing products and services. This includes the development of a new active leisure enterprise.

External assessment

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

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

Grading

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

Accreditation of prior achievement (APA)/exemption

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

Occupational competence statements for tutoring, assessing and internal verifying

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

Required criteria

All tutors and assessors must:

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

Tutors

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

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

Assessors

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

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

Internal verifiers

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

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

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

Qualification structure

Mandatory

Learners must complete all 12 mandatory units (86 credits).

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

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| <p>1. Understand the skeletal system and the effects of exercise</p> | <p>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</p> |
| <p>2. Understand the neuromuscular system and the effects of exercise</p> | <p>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</p> |

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

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

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

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

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

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

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

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

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

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

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

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 3. Know the myofascial system structure and function in relation to health and fitness | 3.1 Identify the structure and function of muscle fibres and their components 3.2 Identify the stages of the sliding filament theory 3.3 Recognise 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 Identify the isolated muscle actions responsible for producing specific body movements 3.6 Identify 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 Identify the structure and functions of the different types of connective tissue |
| 4. Know nervous system structure and function in relation to health and fitness | 4.1 Identify the components of the nervous system, to include: <ul style="list-style-type: none"> • central nervous system • peripheral nervous system • somatic branch of the peripheral nervous system • autonomic branch of the peripheral nervous system 4.2 Identify the structure and function of a neuron 4.3 Identify 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 Identify the stages in the process of the stretch reflex and inverse stretch reflex 4.6 Recognise the structure and function of muscle spindles 4.7 Recognise the structure and function of golgi tendon organs 4.8 Recognise the definition and function of autogenic inhibition 4.9 Recognise the definition and function of reciprocal inhibition 4.10 Recognise 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 endocrine system structure and function in relation to health and fitness | 5.1 Identify the role of the endocrine system 5.2 Recognise the location, structure and functions of the endocrine glands of the body 5.3 Identify the main functions of hormones in the body, to include: <ul style="list-style-type: none"> • growth hormone • thyroid hormones • corticosteroids • catecholamines • insulin • glucagon 5.4 Recognise the lifestyle factors that affect endocrine health |
| 6. Know the energy systems and their roles in physical activity, exercise and training | 6.1. Identify the energy substrates and by-products of each energy system 6.2. Recognise the processes by which adenosine triphosphate (ATP) is re-synthesised in each energy system 6.3. Identify the relative contribution of each energy system to total energy expended in activities with different characteristics, to include: <ul style="list-style-type: none"> • intensity • duration • type |
| 7. Know digestive system structure and function in relation to health and fitness | 7.1. Identify the structure of each section of the gastrointestinal tract in relation to its functions 7.2. Identify the location and functions of each of the digestive organs 7.3. Identify the role of the digestive system and gut microbes in maintaining health, for example: <ul style="list-style-type: none"> • production of vitamin K • production of bacteria that aid digestion • immune system support 7.4. Recognise the implications of different dietary practices for the digestive system, for example: <ul style="list-style-type: none"> • diets high in fibre • diets low in fibre • diets high in processed meats • diets high in sugar 7.5. Recognise the importance of physical activity for digestive system health |
| Assessment | Multiple-choice theory exam |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 2. Understand how to conduct market research to develop current or future brands, services or products | 2.1 Evaluate different methods of market research, to include: <ul style="list-style-type: none"> • 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 represent 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 | Multiple-choice theory exam Assignment Worksheet |

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

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

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

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

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

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