Qualification
Guidance

Active IQ Level 3 Diploma in Fitness Instructing and Physical Activity

Active iQ

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Qualification Accreditation No: 603/1162/9

Introduction

The Active IQ Level 3 Diploma in Fitness Instructing and Physical Activity is on level 3 of the Regulated Qualifications Framework (RQF).

Guided learning hours:	543	**Total qualification time:**	664
Credits:	63	**Minimum credit to be achieved at or above the level of the qualification:**	35

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.

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.
- Be able to plan and instruct safe and effective exercise and physical activity 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.
- Activity Leadership.
- Customer Service.
- Operational Services.

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.
  - Planning and instructing gym-based exercise.
  - Health and safety in a physical activity, fitness and sport environment.
  - 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 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. These assessments help prepare learners for employment in these job roles.

Across the 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:

- 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.
- 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

- 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 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 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 8 mandatory units (55 credits) and one of the optional units (8 credits). A total of 63 credits must be achieved for the qualification.

Unit		Accreditation number	Level	Credit	GLH
1.	Principles of anatomy, physiology and fitness	F/507/1217	2	12	94
2.	Planning and instructing gym-based exercise	J/507/1218	2	16	139
3.	Health and safety in a physical activity, fitness and sport environment	J/508/6396	3	5	26
4.	Delivering exceptional customer care	L/508/6397	3	7	33
5.	Enterprise and entrepreneurship	H/507/1209	3	4	25
6.	Marketing products and services	Y/507/1210	3	4	28
7.	Technology in sport and exercise	D/507/1211	3	3	22
8.	Managing personal and professional development	Y/508/6399	3	4	29

Optional Units

Learners must complete one of the following units (8 credits).

9.	The role of exercise referral for managing medical conditions	F/507/1220	3	8	68
10.	Planning and instructing outdoor fitness sessions	T/507/1215	3	8	57

Mandatory Units

Unit 1 F/507/1217   **Level:** 2   **Credit value:** 12   **GLH:** 94

Unit Title: Principles of anatomy, physiology and fitness

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

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

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

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to consult and support clients to change exercise behaviour	1.1 Identify appropriate methods for screening and gathering information from clients and gaining their informed consent to exercise
	1.2 Describe barriers for changing exercise behaviour
	1.3 Describe motivators for changing exercise behaviour
	1.4 Outline strategies for overcoming barriers and building client motivation
	1.5 Explain how to use communication and interview skills to support clients at different stages of changing exercise behaviour
	1.6 Recognise different approaches for supporting clients to change their exercise behaviour, to include: • motivational interviewing • trans-theoretical model • rewards • cognitive/reframe thinking • SMART goal-setting
	1.7 Differentiate between process and outcome goals for promoting adherence
	1.8 Identify safe and realistic timeframes for achievement of client physical goals
	1.9 Identify appropriate methods for recording and storing client information
	1.10 Identify suitable processes to signpost a client to a medical professional

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

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to deliver a safe and effective gym-based induction	4.1 Demonstrate appropriate communication skills when working with clients, to include: • individuals • groups 4.2 Verbally screen clients to check their readiness to participate, to include: • individuals • groups 4.3 Introduce clients to appropriate warm-up exercises, to include: • individuals • groups 4.4 Introduce clients to a range of cardiovascular machines using an appropriate teaching sequence, to include: • individuals • groups 4.5 Introduce clients to a range of fixed resistance machines using an appropriate teaching sequence, to include: • individuals • groups 4.6 Introduce clients to a range of free-weight exercises, to include: safe lifting and passing and use of an appropriate teaching sequence 4.7 Introduce clients to a range of body weight exercises using an appropriate teaching sequence, to include: • individuals • groups 4.8 Introduce clients to appropriate cool-down exercises, to include: • individuals • groups 4.9 Explain modifications and adaptations to progress and regress specific exercises 4.10 Explain appropriate health and safety considerations and gym etiquette 4.11 Describe the purpose of a warm-up and cool-down 4.12 Explain to clients how to monitor their own exercise intensity

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 Multiple-choice theory exam Synoptic eAssessment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand health and safety in the workplace	1.1 Describe the responsibilities of the employer for health and safety in the workplace
	1.2 Describe the responsibilities of the employee for health and safety in the workplace
	1.3 Explain the term 'duty of care' relating to the health and safety of: • self • other staff • customers/clients • special population groups
	1.4 Identify key legal and regulatory requirements relevant to health and safety in the workplace
	1.5 Evaluate the consequences of employers and/or employees not following legal requirements
2. Understand how to control hazards and risks in a physical activity, fitness and sport environment	2.1 Explain what is meant by a 'hazard'
	2.2 Explain what is meant by 'risk'
	2.3 Describe the five steps of risk assessment
	2.4 Explain how to determine levels of risk
	2.5 Explain how to evaluate whether levels of risk are acceptable
	2.6 Describe how to control risks associated with hazards in a physical activity, fitness and sport environment
3. Understand normal and emergency operating procedures in the workplace	3.1 State the importance of having written systems of work, to include: • normal operating procedures (NOPs) • emergency action plans (EAPs)
	3.2 Describe the key areas that should be included in a normal operating procedure
	3.3 Describe the key areas that should be included in an emergency action plan

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand health and safety in a physical activity, fitness and sport environment	4.1 Outline why health and safety is important in a physical activity, fitness and sport environment
	4.2 Explain how the legal requirements for health and safety apply to a physical activity, fitness, sport and exercise environment, to include: • facilities • services • equipment
	4.3 Identify recognised/validated sources of guidance on health and safety that apply to physical activity, fitness and sport environments
	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
5. Understand incident and emergency procedures in a physical activity, fitness and sport environment	5.1 Describe what is meant by an 'incident'
	5.2 Describe what is meant by an 'emergency'
	5.3 Describe the types of incidents and emergencies that may occur in a physical activity, fitness and sport environment
	5.4 Identify the potential causes of common incidents and emergencies that may occur in a physical activity, fitness and sport environment
	5.5 Describe the roles that different staff and external services play during an incident or emergency
	5.6 Explain the importance of following emergency procedures calmly and correctly
	5.7 Describe how to maintain the safety of people involved in typical incidents or emergencies, including: • children • older people • disabled people
	5.8 Explain a manager's role in coordinating emergency operating procedures
	5.9 Summarise the reporting and recording procedures that must be followed in the event of an incident or emergency
6. Understand security in a physical activity, fitness and sport environment	6.1 Describe the types of security procedures that may apply in a physical activity, fitness and sport environment
	6.2 Give examples of potential security problems in a physical activity, fitness and sport environment
	6.3 Describe how a member of staff should respond to potential security problems in a physical activity, fitness and sport environment
	6.4 Describe how a manager should respond to potential security problems in a physical activity, fitness and sport environment
	6.5 Describe the procedures that should be in place to maintain security in a physical activity, fitness and sport environment

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: • 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:
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: • 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: • 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: • 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: • 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: • 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
	Synoptic eAssessment
	Worksheet
	Summative observation
	Self-evaluation

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/attitude of entrepreneurs, to include: • personal characteristics • interpersonal skills • critical and creative thinking skills • practical skills
	1.3	Describe the risks of starting and running a small business
	1.4	Explain the demands of successfully running a small business, to include: • long hours/time management • pressures associated with decision making • financial commitments • potential consequences • completion of tedious tasks • filling gaps in knowledge
	1.5	Explain the benefits of using a SWOT (strengths, weaknesses, opportunities and threats) analysis when developing a new enterprise or small business
2. Be able to evaluate personal skills and attitudes required to be a successful entrepreneur	2.1	Evaluate own strengths, weaknesses, opportunities and threats in relation to enterprise
	2.2	Develop a personal action plan to address own strengths, weaknesses, opportunities and threats in relation to enterprise

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to plan an enterprise activity	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 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:
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 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: • 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: • 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: • socioeconomic • geographical • environmental • legal • able bodied versus disabled or impaired performers

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to evaluate the application and effects of technology in a range of sport and exercise scenarios	4.1 Review appropriate technologies that will enhance the performance and/or experience for the following: • individual sport performer • team sport performer • fitness enthusiast • referee/judge/umpire 4.2 Evaluate the effect Smart devices and applications have had or could have on the sedentary population 4.3 Describe how the development of technology has enhanced the experience of spectators of sporting events
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: • 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

Optional Units

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

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

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:
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 for meeting participant needs
Assessment	Assignments
	Summative observations
	Self-evaluation

Active iQ

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