



Learner
Achievement
Portfolio

Level 2 NVQ Diploma in Instructing Exercise and Fitness – ETM

Qualification
Accreditation Number:
500/9640/0
Version AIQ006126

Active iQ

Introduction

The Level 2 NVQ Diploma in Instructing Exercise and Fitness is aimed at exercise and fitness instructors who are capable of planning, delivering and evaluating a series of sessions independently. In planning the programmes, they will be drawing on a large body of knowledge and experience and will sometimes include input from other professionals.

The primary target group is instructors whose primary purpose is to bring about improvements in clients' physical fitness and health. Typical settings will be public or private leisure centres, gyms/fitness centres.

GLH:	242	TQT:	370	Credit value:	37
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Qualification Structure

Level 2 NVQ Diploma in Instructing Exercise and Fitness

NVQ Structure

The learner must achieve a minimum of seven units: five mandatory units plus two paired units from either the Gym, Exercise to Music, Aqua or Exercise and Physical Activity for Children pathways.

Mandatory Units

1. Anatomy and Physiology for Exercise
2. Principles of exercise, fitness and health
3. Promote health, safety and welfare in active leisure and recreation
4. Work with clients to help them adhere to exercise and physical activity
5. Reflect on and develop own practice in providing exercise and physical activity

Optional Units

Pathway A Gym

6. Plan and prepare gym-based exercise
7. Instruct and supervise gym-based exercise

Pathway B Group Exercise to Music

8. Plan and prepare group exercise to music
9. Instruct group exercise to music

Pathway C Aqua

10. Plan and prepare water-based exercise
11. Instruct water-based exercise

Pathway D Exercise and Physical Activity for Children

12. Plan health-related exercise and physical activity for children
13. Instruct health-related exercise and physical activity to children

Personal details

Learner details

First Name: Surname:

Date of birth: Place of work:

Home address: Work address:

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Telephone No: Telephone No:

Mobile No: Fax No:

Email:

Work-based assessor details

First Name: Surname:

Address:

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Telephone No: Mobile No:

Email:

Introduction

Welcome to the Active IQ Level 2 NVQ Diploma in Instructing Exercise and Fitness

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

What are NVQs?

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

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

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

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

Who is Involved?

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

How are NVQs Achieved?

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

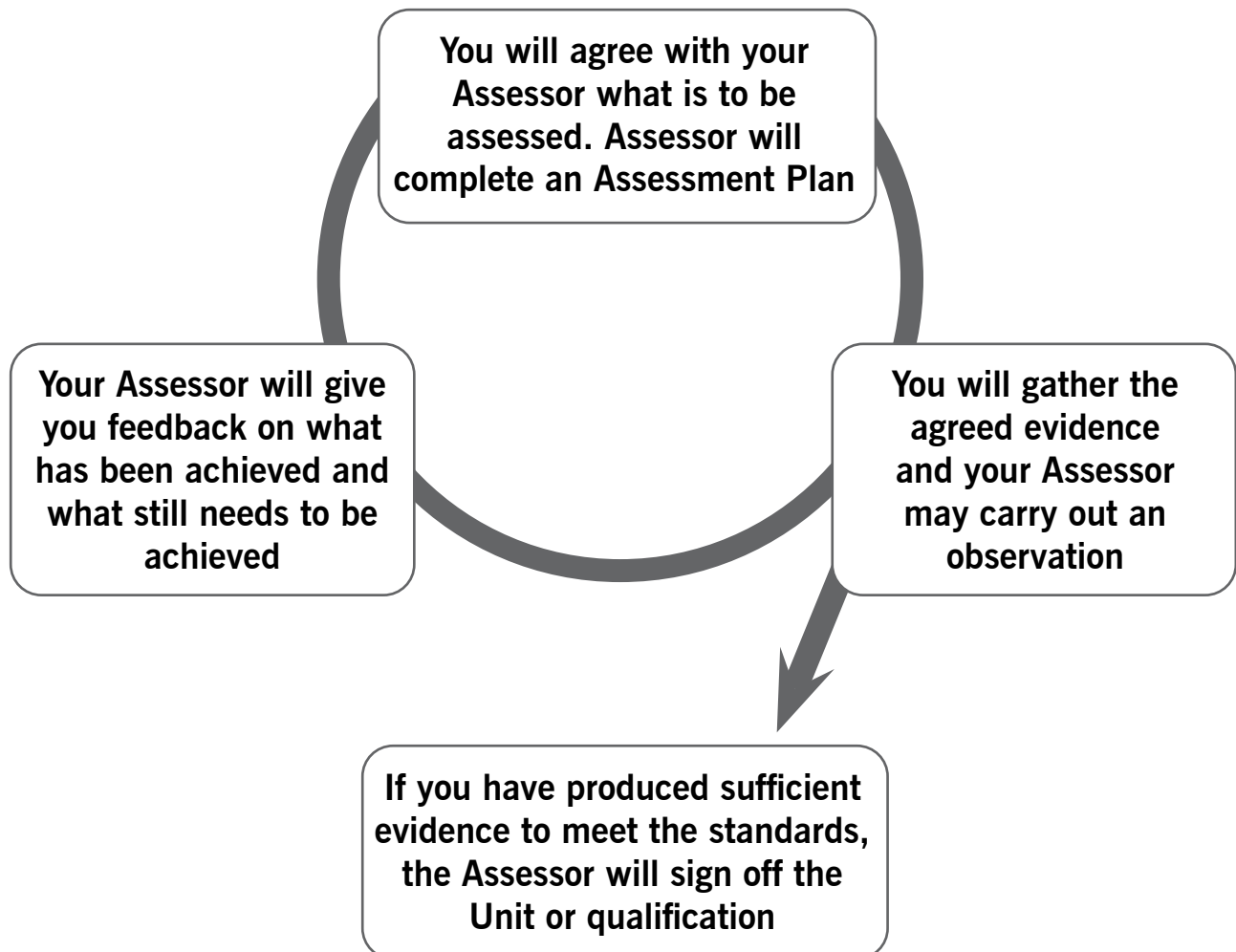
When you start the qualification, your work-based assessor will usually help you to:

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

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

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

Your Assessment should follow a cyclic process:



Methods of Assessment

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

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

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

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

Reliable – Does the evidence come from a reliable source?

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

Direct Observation

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

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

Examination of Product

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

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

Questioning

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

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

Professional Discussion

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

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

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

Witness Testimony

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

Simulation

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

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

Video or DVD and Audio Evidence

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

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

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

Audio

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

Past Experiences and Achievements which Contribute to Assessment Process

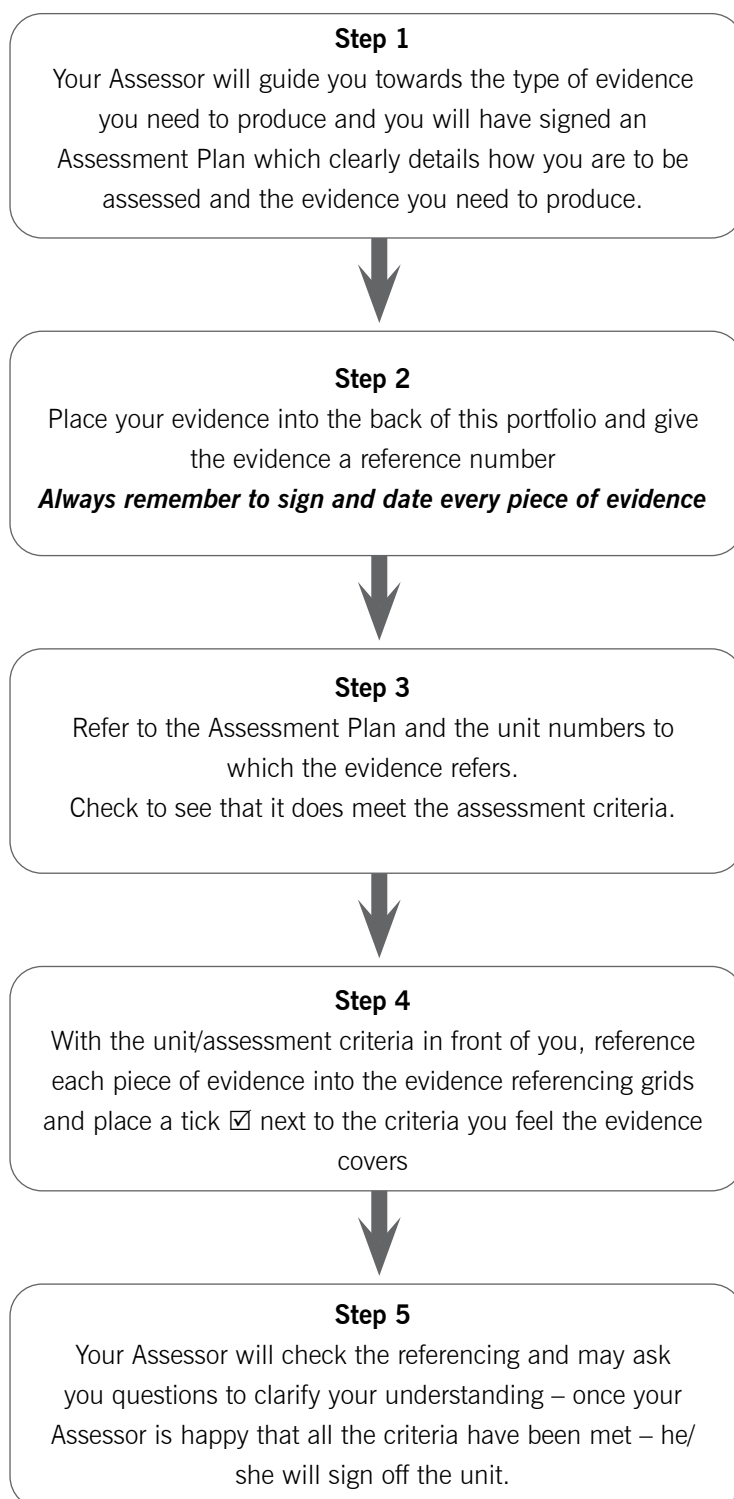
During the assessment planning process, the assessor will encourage you to consider any past experiences or achievements which will contribute to the assessment process.

This could include:

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

Building your Portfolio

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



Witness/Assessor Status List

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

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

Witness Status Key:

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

Record of Achievement

Unit Name	Date Completed	Assessor Signature	IV Signature (if sampled)	Date	EV Signature (if sampled)	Date
Mandatory						
Anatomy and Physiology for Exercise						
Principles of exercise, fitness and health						
Promote health, safety and welfare in active leisure and recreation						
Work with clients to help them adhere to exercise and physical activity						
Reflect on and develop own practice in providing exercise and physical activity						

Unit Name	Date Completed	Assessor Signature	IV Signature (if sampled)	Date	EV Signature (if sampled)	Date
Optional						
Gym						
Plan and prepare gym-based exercise						
Instruct and supervise gym-based exercise						
Exercise to Music						
Plan and prepare group exercise to music						
Instruct group exercise to music						
Aqua						
Plan and prepare water-based exercise						
Instruct water-based exercise						
Physical Activity for Children						
Plan health-related exercise and physical activity for children						
Instruct health-related exercise and physical activity to children						

Assessment Documents

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

The documents included are:

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

Assessment Plan

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

Learner's signature:

Assessor's Signature:

Date:

Review and Action Plan

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

Feedback on Progress Against the Planned Assessment

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Action Plan to Achieve Outstanding Assessment Criteria

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Learner's signature:

Assessor's Signature:

Date:

Assessor Report

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

What was Assessed	Assessment Criteria Covered

Learner’s signature:

Date:

Assessor’s signature:

Date:

Assessor Question Sheet

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

Questions Asked	Assessment Criteria Covered

Learner's signature:

Date:

Assessor's signature:

Date:

Master Evidence Index

Evidence Number	Description
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Mandatory Units

Title:	Anatomy and physiology for exercise				
Level:	2				
Credit value:	6				
Learning outcomes	Assessment criteria	Initial	Evidence	Reference Number/s	
The learner will:	The learner can:	✓			
1. Understand the structure and function of the circulatory system	1.1 Identify the location of the heart				
	1.2 Describe the function of the heart				
	1.3 Describe the structure of the heart				
	1.4 Describe how blood moves through the four chambers of the heart				
	1.5 Describe systemic and pulmonary circulation				
	1.6 Describe the structure and functions of blood vessels				
	1.7 Define blood pressure				
	2. Understand the structure and function of the respiratory system	2.1 Identify the location of the lungs			
		2.2 Describe the function of the lungs			
		2.3 Describe the structure of the lungs			
		2.4 Identify the main muscles involved in breathing			
		2.5 Describe the passage of air through the respiratory tract			
		2.6 Describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s	
<p>The learner will:</p> <p>3. Understand the structure and function of the skeleton</p>	<p>The learner can:</p> <p>3.1 Describe the basic functions of the skeleton</p> <p>3.2 Identify the structures of the axial skeleton</p> <p>3.3 Identify the structures of the appendicular skeleton</p> <p>3.4 Explain the classification of bones</p> <p>3.5 Explain the structure of long bone</p> <p>3.6 Explain the stages of bone growth</p> <p>3.7 Describe posture in terms of:</p> <ul style="list-style-type: none"> • curves of the spine • neutral spine alignment • potential ranges of motion of the spine • postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy 	✓			
4. Understand joints in the skeleton	<p>4.1 Describe the classification of joints</p> <p>4.2 Describe the structure of synovial joints</p> <p>4.3 Describe the types of synovial joints and their range of motion</p> <p>4.4 Describe joint movement potential and joint actions</p>				
5. Understand the muscular system	<p>5.1 Identify the three types of muscle tissue</p> <p>5.2 Define the characteristics and functions of the three types of muscle tissue</p> <p>5.3 Describe the basic structure of skeletal muscle</p> <p>5.4 Name and locate the anterior skeletal muscles</p> <p>5.5 Name and locate the posterior skeletal muscles</p> <p>5.6 Describe the structure and function of the pelvic floor muscles</p> <p>5.7 Describe the different types of muscle action</p> <p>5.8 Identify the joint actions brought about by specific muscle group contractions</p> <p>5.9 Identify skeletal muscle fibre types and their characteristics</p>				

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Understand the life-course of the musculoskeletal system and its implications for special populations exercise</p>	<p>The learner can:</p> <p>6.1 Describe the life-course of the musculoskeletal system, including relevant tendon, ligament, muscle, joint and bone mineral density changes, and their implications for exercise, plus specific implications for working with:</p> <ul style="list-style-type: none"> • young people in the 14-16 age range • ante-natal and post-natal women • older people (50 plus) 			
<p>7. Understand energy systems and their relation to exercise</p>	<p>7.1 Describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate</p> <p>7.2 Explain the use of the three energy systems during aerobic and anaerobic exercise</p>			
<p>8. Understand the nervous system and its relation to exercise</p>	<p>8.1 Describe the role and functions of the nervous system</p> <p>8.2 Describe the principles of muscle contraction</p> <p>8.3 Describe the 'all or none law'/motor unit recruitment</p> <p>8.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness</p>			

Assessor feedback

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

Assessor's signature:

Date:

IV's signature:

Date:

Title:	Principles of exercise, fitness and health			
Level:	2			
Credit value:	4			
Learning outcomes	Assessment criteria			
The learner will:	The learner can:	✓	Initial	Evidence Reference Number/s
1. Understand the effects of exercise on the body	<p>1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training</p> <p>1.2 Identify the short and long term effects of exercise on blood pressure</p> <p>1.3 Describe the “blood pooling” effect following exercise</p> <p>1.4 Describe the effects of exercise on bones and joints including the significance of weight-bearing exercise</p> <p>1.5 Describe delayed onset of muscle soreness (DOMS)</p> <p>1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness</p> <p>1.7 Describe the short and long term effects of different types of exercise on muscle</p> <p>1.8 Describe different exercises that can improve posture</p>			
2. Understand the components of fitness	<p>2.1 Define the components of health-related fitness</p> <p>2.2 Define the components of skill-related fitness</p> <p>2.3 Identify the factors that affect health and skill-related fitness</p>			
3. Understand how to apply the principles and variables of fitness to an exercise programme	<p>3.1 Describe the physiological implications of:</p> <ul style="list-style-type: none"> • specificity • progressive overload • reversibility • adaptability • individuality • recovery time <p>3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type)</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>4. Understand the exercise contraindications and key safety guidelines for special populations</p> <p>5. Understand how to safely monitor exercise intensity</p>	<p>The learner can:</p> <p>3.3 Explain the principles of a progressive training programme in developing components of fitness</p> <p>3.4 Explain how to recognise when and how to regress a training programme</p> <p>3.5 Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type)</p> <p>3.6 Describe the effect of speed on posture, alignment and intensity</p> <p>3.7 Describe the effect of levers, gravity and resistance on exercise</p> <p>3.8 Describe the differences between programming exercise for physical fitness and for health benefits</p> <p>4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus)</p> <p>4.2 Describe the exercise contraindications and key safety guidelines for working with ante-natal and post-natal clients</p> <p>4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16)</p> <p>4.4 Describe the key safety considerations for working with disabled people</p> <p>5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including:</p> <ul style="list-style-type: none"> • the talk test • Rate of Perceived Exertion (RPE) • heart rate monitoring and the use of different heart rate zones 	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Understand the health benefits of physical activity</p>	<p>The learner can:</p> <p>6.1 Describe the health benefits of physical activity</p> <p>6.2 Describe the effect of physical activity on the causes of certain diseases including:</p> <ul style="list-style-type: none"> • Coronary Heart Disease • Some cancers • Type 2 Diabetes • Hypertension • Obesity • Osteoporosis 			
<p>7. Understand the importance of healthy eating</p>	<p>7.1 Describe the national food model/guide</p> <p>7.2 Describe key healthy eating advice that underpins a healthy diet</p> <p>7.3 Explain the importance of adequate hydration</p> <p>7.4 Explain professional role boundaries in relation to offering nutritional advice</p> <p>7.5 Explain the dietary role of the key nutrients</p> <p>7.6 Identify the common dietary sources of the key nutrients</p> <p>7.7 Describe the energy balance equation</p> <p>7.8 Explain the health risks of poor nutrition</p>			

Assessor feedback

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

Assessor's signature:

Date:

IV's signature:

Date:

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>2.9 Outline how to complete health and safety documents correctly</p> <p>2.10 Outline why colleagues and customers should be encouraged to behave in a safe manner</p> <p>2.11 Describe how to encourage colleagues and customers to behave in a safe manner</p> <p>2.12 Outline why it is important to make suggestions about health and safety issues</p> <p>2.13 Describe how to make suggestions about health and safety issues</p> <p>2.14 Outline why it is important to identify and report any differences between health and safety requirements and own workplace policies and procedures</p> <p>2.15 Describe how to identify and report any differences between health and safety requirements and own workplace policies and procedure</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Be able to help to control risks in the active leisure and recreation environment</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is promoting health, safety and welfare in active leisure and recreation</p> <p>When helping to control risks in the sport and activity environment, the learner must cover 4 of the following types:</p> <p>a hazards</p> <ol style="list-style-type: none"> 1. unsafe facilities or environment 2. unsafe equipment 3. unsafe working practices 4. unsafe behaviour 5. use of hazardous substances 6. security breaches 7. situations likely to cause emotional distress <p>with 3 of the following types:</p> <p>b methods of control</p> <ol style="list-style-type: none"> 1. dealing with the hazard personally 2. reporting the hazard to the relevant colleague 3. protecting others from harm 	<p>The learner can:</p> <ol style="list-style-type: none"> 3.1 Ensure that relevant and up-to-date, health and safety information is available 3.2 Follow the relevant health and safety requirements at all times 3.3 Carry out health and safety checks as required 3.4 Identify hazards <ol style="list-style-type: none"> 1 unsafe facilities or environment 2 unsafe equipment 3 unsafe working practices 4 unsafe behaviour 5 use of hazardous substances 6 security breaches 7 situations likely to cause emotional distress <ol style="list-style-type: none"> 3.5 Assess and control risks using organisational procedures <ol style="list-style-type: none"> 1 dealing with the hazard personally 2 reporting the hazard to the relevant colleague 3 protecting others from harm <ol style="list-style-type: none"> 3.6 Get advice from relevant colleagues when unsure about hazards and risks 3.7 Pass on suggestions for improving health and safety to the relevant colleague 	<p>✓</p>		

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

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

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Know how to deal with injuries and signs of illness</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 	<p>The learner can:</p> <p>6.1 List the types of accidents, injuries and illnesses that may occur in own area of work</p> <p>6.2 Outline how to respond correctly to emotional distress</p> <p>6.3 Outline how to deal with accidents, injuries and illnesses before qualified assistance arrives</p> <p>6.4 Describe how to decide whether to contact the on-site first aider or immediately call the emergency services</p> <p>6.5 Identify who is the on-site first aider and how to contact them</p> <p>6.6 Describe the procedures to contact the emergency services</p> <p>6.7 Outline why it is important to protect the casualty and others involved from further harm</p> <p>6.8 Outline the procedures to protect the casualty and others</p> <p>6.9 Outline why it is important to provide comfort and reassurance</p> <p>6.10 Describe how to provide comfort and reassurance</p> <p>6.11 Outline own responsibilities for reporting accidents</p> <p>6.12 Outline the procedures for reporting accidents</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>7. Be able to deal with injuries and signs of illness</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is promoting health, safety and welfare in active leisure and recreation</p> <p>When dealing with injuries and signs of illness, the learner must cover 2 of the following types:</p> <p>a casualty</p> <ol style="list-style-type: none"> 1. adult 2. child 3. person with particular needs <p>with 2 of the following types:</p> <p>b qualified assistance</p> <ol style="list-style-type: none"> 1. qualified first aider 2. emergency services <p>with 2 of the following types:</p> <p>c condition</p> <ol style="list-style-type: none"> 1. minor injury that can be dealt with on-site 2. minor illness that can be dealt with on-site 3. major injury requiring medical attention 4. major illness requiring medical attention 5. emotional distress 	<p>The learner can:</p> <p>7.1 Remain calm and follow organisational procedures</p> <p>7.2 Protect the casualty and other people from further risk</p> <ol style="list-style-type: none"> 1 adult 2 child 3 person with particular needs <p>7.3 Call for qualified assistance appropriate to the casualty's condition</p> <p>qualified assistance</p> <ol style="list-style-type: none"> 1 qualified first aider 2 emergency services <p>casualty</p> <ol style="list-style-type: none"> 1 adult 2 child 3 person with particular needs <p>condition</p> <ol style="list-style-type: none"> 1 minor injury that can be dealt with on-site 2 minor illness that can be dealt with on-site 3 major injury requiring medical attention 4 major illness requiring medical attention 5 emotional distress <p>7.4 Provide reassurance and comfort to the people involved</p> <p>7.5 Give the qualified assistance clear and accurate information about what happened</p> <ol style="list-style-type: none"> 1 qualified first aider 2 emergency services <p>7.6 Follow the relevant accident reporting procedures</p>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>8. Know how to follow emergency procedures</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers 	<p>The learner can:</p> <p>8.1 Describe the emergency procedures in own place of work</p> <p>8.2 Outline what instructions must be given to the people involved</p> <p>8.3 Outline organisational reporting procedures for emergencies</p> <p>8.4 Describe the types of problems that may occur when carrying out emergency procedures</p> <p>8.5 Describe why problems that occur when carrying out emergency procedures should be reported</p> <p>8.6 Identify to whom you report problems</p>			
<p>9. Be able to follow emergency procedures</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is promoting health, safety and welfare in active leisure and recreation</p> <p>When following emergency procedures, the learner must cover 2 of the following types:</p> <p>a people involved</p> <ol style="list-style-type: none"> adults children people with disabilities 	<p>9.1 Give the people involved clear and correct instructions</p> <p>9.2 Carry out own role in the emergency procedures calmly and correctly</p> <p>9.3 Maintain the safety of the people involved</p> <ol style="list-style-type: none"> adults children people with disabilities <p>9.4 Follow the correct procedures for reporting the emergency</p> <p>9.5 Report any problems with the emergency procedures to the relevant colleague</p>			
<p>Evidence of real work activity</p> <p>There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.</p>				
<p>Simulation</p> <p>Simulation is allowed for 5.3, 5.4 and 5.5 and the whole of learning outcomes 7 and 9 only, if there is no naturally occurring evidence available.</p>				
<p>Use of supplementary evidence</p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>				

Assessor feedback

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

Assessor's signature:

Date:

IV's signature:

Date:

Title: Work with clients to help them to adhere to exercise and physical activity			
Level: 2			
Credit value: 4			
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
<p>1. Understand how to establish and maintain an effective relationship with clients</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 	1.1 Describe how to present a positive image of self and organisation	✓	
	1.2 Describe why the relationship between the instructor and client is important		
	1.3 Identify the types of personal qualities that instructors need to develop in order to help and support clients		
	1.4 Describe why clients need to understand the instructors role and responsibilities		
	1.5 Outline the extent and limitations of own role and responsibility when working with clients		
	1.6 Describe how to communicate clearly with a range of different clients		
	1.7 Describe what is meant by a 'professional relationship' between instructor and client		
	1.8 Describe what is meant by 'valuing diversity' in a practical context when working with clients		
	1.9 Identify the types of prejudice and discrimination that individual clients might experience and describe how to overcome these		
	1.10 Describe what is meant by 'confidentiality' and why it is important when working with clients, other staff and professionals		
	1.11 Outline the types of information that may be subject to data protection/confidentiality		
	1.12 Explain how to maintain client confidentiality in line with good practice		
	1.13 Explain how abiding by the <i>Exercise and Fitness Code of Ethical Practice acts</i> to ensure that equality and diversity are reflected during the exercise session		
	1.14 Identify the difference between advising on exercise participation and everyday lifestyle physical activity		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>2. Be able to establish and maintain an effective relationship with clients</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is working with clients to help them to adhere to exercise and physical activity.</p> <p>When establishing and maintaining an effective relationship with clients the learner must cover 1 of the following types:</p> <p>a clients</p> <ol style="list-style-type: none"> 1. individuals 2. groups 	<p>The learner can:</p> <p>2.1 Present a positive image of self and organisation to clients</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>2.2 Establish an effective working relationship with clients</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>2.3 Clearly define own role and responsibilities with clients</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>2.4 Communicate clearly with clients in a way that makes them feel valued</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>2.5 Use communication and instructing styles that match client needs</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>2.6 Maintain a relationship with clients which is in line with good practice and ethical requirements</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>2.7 Maintain confidentiality requirements in line with good practice</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Understand how to motivate and support clients to adhere to exercise and physical activity</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 	<p>The learner can:</p> <p>3.1 Describe the typical goals and expectations that clients have</p> <p>3.2 Describe the types of barriers individual clients may face when undertaking physical activity and achieving their goals</p> <p>3.3 Describe how clients can be helped to identify and overcome these barriers</p> <p>3.4 Describe the types of incentives and rewards that may be appropriate to a range of different clients</p> <p>3.5 Describe the types of exercise preferences that different clients may have</p> <p>3.6 Explain why clients need to understand their own responsibility for personal motivation and fitness and how they can be assisted with this</p> <p>3.7 Outline the communication skills needed to assist clients with motivation:</p> <ul style="list-style-type: none"> • how to ask open ended questions • basic listening skills • methods of gathering personal information • appropriate questioning techniques • interpreting client responses including body language and other forms of behaviour, especially when undertaking physical activity • means of summarising gathered information <p>3.8 Describe the health benefits of regular physical exercise</p> <p>3.9 Define the amount of physical activity required to achieve health benefits</p> <p>3.10 Outline the range of different types of physical activity</p> <p>3.11 Describe how to assist clients to develop their own motivational strategy</p>	<p>✓</p>	

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>4. Be able to motivate and support clients to adhere to exercise and physical activity</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is working with clients to help them to adhere to exercise and physical activity.</p> <p>When motivating and supporting clients to adhere to exercise and physical activity the learner must cover 1 of the following types:</p> <p>a clients</p> <ol style="list-style-type: none"> 1. individuals 2. groups 	<p>The learner can:</p> <p>4.1 Identify the clients' reasons for taking part in regular physical activity</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>4.2 Identify appropriate incentives and rewards for the clients taking part in physical activity</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>4.3 Identify the clients' preferences for exercise</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>4.4 Ensure clients understand the benefits of taking part in exercise and physical activity</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>4.5 Provide the clients with accurate information about the recommended amount of physical activity for them to derive health benefits</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>4.6 Clearly inform the clients about other opportunities for regular physical activity appropriate to their needs, abilities and preferences</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>4.7 Work with the clients to reduce the barriers to taking part in physical activity</p> <ol style="list-style-type: none"> 1 individuals 2 groups 	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>4.8 Work with the clients to make best use of incentives, preferences and rewards</p> <p>1 individuals</p> <p>2 groups</p> <p>4.9 Help the clients to develop and follow through their own motivational strategies</p> <p>1 individuals</p> <p>2 groups</p>			
<p>5. Understand how to provide ongoing customer service to clients</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 	<p>5.1 Describe the importance of client care both to the client and the organisation</p> <p>5.2 Explain why it is important to deal effectively with client needs</p> <p>5.3 Outline the types of information which clients need</p> <p>5.4 Outline how to respond to requests according to the organisation's procedures</p> <p>5.5 Identify where to source relevant information to meet clients needs</p> <p>5.6 Outline what types of issues may need to be referred to another professional, when to refer them and who this professional may be in different situations</p> <p>5.7 State the importance of explaining any delay in dealing with clients and describe how to do so effectively</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Be able to provide ongoing customer service to clients</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is working with clients to help them to adhere to exercise and physical activity.</p> <p>When providing ongoing customer service to clients the learner must cover 1 of the following types:</p> <p>a clients</p> <ol style="list-style-type: none"> 1. Individuals 2. groups 	<p>The learner can:</p> <p>6.1 Engage with clients during exercise</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>6.2 Respond positively to clients</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>6.3 Gather all relevant information about clients' needs and expectations</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>6.4 Listen to and ask the clients questions to check understanding</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>6.5 Discuss with the clients different ways of meeting their needs and expectations</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>6.6 Meet clients' needs and expectations to the best of own ability and in line with accepted good practice</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>6.7 If clients' needs and expectations are beyond own level of competence, consult another professional</p> <ol style="list-style-type: none"> 1 individuals 2 groups 	<p>✓</p>	<p></p>	<p></p>

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>6.8 Provide the clients with clear information and advice when they need it</p> <p>1 individuals</p> <p>2 groups</p> <p>6.9 Find out how well solutions work and provide alternative guidance if necessary</p> <p>6.10 Handle client complaints positively following agreed procedures</p> <p>1 individuals</p> <p>2 groups</p>			
<p>Evidence of real work activity</p>				
<p>There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.</p>				
<p>Simulation</p>				
<p>Simulation is allowed for 7.7 and 7.10, if there is no naturally occurring evidence available.</p>				
<p>Use of supplementary evidence</p>				
<p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>				

Assessor feedback

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

Assessor's signature:

Date:

IV's signature:

Date:

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

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Be able to reflect on own professional practice</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is reflecting on and developing own practice in providing exercise and physical activity.</p> <p>When reflecting on own professional practice the learner must cover 1 of the following types:</p> <p>a clients</p> <ol style="list-style-type: none"> 1. individuals 2. groups 	<p>The learner can:</p> <p>3.1 Review the outcomes of working with clients, their feedback and feedback from other staff</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>3.2 Identify:</p> <ul style="list-style-type: none"> • how effective physical activities were • how effective and motivational was of the relationship with the client <ol style="list-style-type: none"> 1 individuals 2 groups <ul style="list-style-type: none"> • how well the professional codes of ethics were implemented when working with clients <ol style="list-style-type: none"> 1 individuals 2 groups <ul style="list-style-type: none"> • how well the instructing style adopted matched clients' needs <ol style="list-style-type: none"> 1 individuals 2 groups <ul style="list-style-type: none"> • how well the clients' exercise, including their health, safety and welfare were managed <ol style="list-style-type: none"> 1 individuals 2 groups <ul style="list-style-type: none"> • the effectiveness of interacting and working with other members of staff <p>3.3 Identify ways in which future practice can be improved</p> <p>3.4 Discuss ideas with another professional and take account of their views</p>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>4. Understand how to improve own professional practice and career opportunities</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 	<p>The learner can:</p> <p>4.1 Identify how often professional practice should be reviewed</p> <p>4.2 Outline how to access information on developments in exercise and physical activity</p> <p>4.3 Identify areas in which further development in own professional practice is required</p> <p>4.4 Describe the importance of having a personal action plan in place for own development</p> <p>4.5 Outline the types of development activities that are available and how they can be accessed</p> <p>4.6 Describe the importance of regularly reviewing and updating own personal action plan</p>	<p>✓</p>		

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

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>5.5 Take part in relevant development activities as part of the personal action plan</p> <p>5.6 Review own progress in developing professional practice and career prospects and update the personal action plan accordingly</p> <p>1 planning exercise</p> <p>2 instructing exercise</p> <p>3 observing and supporting clients</p> <p>4 use of resources</p> <p>5 communicating with clients</p> <p>6 motivating clients</p>			

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work.

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items that do not require evidence of real work activity.

Assessor feedback

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

Assessor's signature:

Date:

IV's signature:

Date:

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>2. Know how to collect and analyse relevant information</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 	<p>The learner can:</p> <p>2.1 Outline the range of different methods that may be used to collect information including questionnaire, interview, observation and physical measurements</p> <p>2.2 Describe how to use the range of different methods that may be used to collect information</p> <p>2.3 Describe the screening process and the factors which affect the ability to exercise</p> <p>2.4 Identify reasons for temporary deferral of exercise</p> <p>2.5 Identify why it may be necessary to refer the client to another professional</p> <p>2.6 Describe the purpose of the informed consent</p> <p>2.7 Outline the emergency procedures of the facility/organisation</p> <p>2.8 Explain the purpose of the Physical Activity Readiness Questionnaire (PAR-Q) and how to record and interpret information provided, if required</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Be able to collect and analyse relevant information. This learning outcome must be assessed using workplace evidence generated when the learner is planning and preparing group exercise to music.</p> <p>When collecting and analysing relevant information the learner must cover 3 of the following types:</p> <p>a sessions, covering</p> <ol style="list-style-type: none"> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skills 5 circuit formats 	<p>The learner can:</p> <p>3.1 Collect the information needed to plan group exercise sessions</p> <ol style="list-style-type: none"> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skills 5 circuit formats <p>3.2 Ensure the information is accurate and up-to-date</p> <p>3.3 Analyse the information and identify the implications for group exercise to music</p> <p>3.4 Refer any participants whose needs and potential cannot be met to another professional</p> <p>3.5 Maintain client confidentiality in line with good practice procedures</p>			
<p>4. Know how to plan safe and effective group exercise to music</p> <p>This learning outcome can be assessed by;</p> <ul style="list-style-type: none"> ● professional discussion ● oral questions and answers ● questions requiring written answers 	<p>4.1 Explain how to identify and agree objectives for sessions based on collected information</p> <p>4.2 Describe how to use a range of equipment to achieve required fitness development</p> <p>4.3 Outline the health and environmental factors which can influence safety and group/individual working space</p> <p>4.4 Describe how to record plans in the required format</p> <p>4.5 Outline risk assessment/management procedures</p> <p>4.6 Explain the consequences of failing to manage health and safety</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>5. Be able to plan safe and effective group exercise to music. This learning outcome must be assessed using workplace evidence generated when the learner is planning and preparing group exercise to music.</p> <p>When planning safe and effective group exercise to music the learner must cover 5 of the following types:</p> <p>a objectives</p> <ol style="list-style-type: none"> 1 improve fitness 2 improve motivation 3 address barriers to participation 4 improve skills and techniques 5 provide opportunities for fun and enjoyment <p>with 3 of the following types:</p> <p>b sessions, covering</p> <ol style="list-style-type: none"> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skills 5 circuit formats <p>with 3 of the following types:</p> <p>c hazards, relating to</p> <ol style="list-style-type: none"> 1 the participants 2 the planned activities 3 other activities happening at the same time 	<p>The learner can:</p> <p>5.1 Identify and agree objectives that are appropriate to:</p> <ul style="list-style-type: none"> • the needs and potential of participants • accepted good practice in the industry • own level of competence • the aims of the session <ol style="list-style-type: none"> 1 improve fitness 2 improve motivation 3 address barriers to participation 4 improve skills and techniques 5 provide opportunities for fun and enjoyment <p>5.2 Plan sessions that will help all the participants take part and achieve planned objectives</p> <ol style="list-style-type: none"> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skills 5 circuit formats 			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<p>5.3 Identify hazards and assess the risk of these hazards actually causing harm</p> <p>1 the participants</p> <p>2 the planned activities</p> <p>3 other activities happening at the same time</p> <p>5.4 Plan how to minimise identified risks with clients</p> <p>5.5 Plan realistic timings and original choreography for sessions</p> <p>1 cardiovascular fitness</p> <p>2 muscular fitness</p> <p>3 flexibility</p> <p>4 motor skills</p> <p>5 circuit formats</p> <p>5.6 Record plans in the appropriate format</p> <p>5.7 Get advice from another professional if there are any objectives, exercises or hazards beyond own level of competence</p> <p>1 the participants</p> <p>2 the planned activities</p> <p>3 other activities happening at the same time</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Know how to prepare self and equipment for group exercise to music</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 	<p>The learner can:</p> <p>6.1 Outline the manufacturers' guidelines and organisations' guidelines for replacement of equipment</p> <p>6.2 List a range of equipment used in group exercise sessions</p> <p>6.3 Describe how to safely store equipment</p> <p>6.4 Identify what to look for when checking equipment</p> <p>6.5 Describe safe manual handling techniques</p>			
<p>7. Be able to prepare self and equipment for group exercise to music</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is planning and preparing group exercise to music.</p> <p>When preparing self and equipment for group exercise to music the learner must cover 3 of the following types:</p> <p>a sessions, covering</p> <ol style="list-style-type: none"> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skills 5 circuit formats 	<p>7.1 Identify and select the correct equipment for the sessions</p> <ol style="list-style-type: none"> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skills 5 circuit formats <p>7.2 Check the equipment is in safe working order</p> <p>7.3 Lift and handle the equipment in a way that prevents injury and damage</p> <p>7.4 Ensure/organise sufficient space for safe exercise performance</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	7.5 Provide sufficient equipment for the participants			
	7.6 Be fully prepared to supervise the sessions			
	1 cardiovascular fitness			
	2 muscular fitness			
	3 flexibility			
	4 motor skills			
	5 circuit formats			
	7.7 Follow correct health and safety procedures for any unsafe equipment			

Evidence of real work activity

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

Learners must show evidence that they have planned group exercise to music for a group of clients through the following phases:

- Warm up
- Pulse raiser incorporating static and/or dynamic stretching
- Mobility
- Main CV workout using the aerobic curve
- Pulse raiser
- Main workout
- Build down
- MSE
- Flexibility

Using a minimum of **one** of the following methods of choreography design / teaching methods:

- Add on
- 32 count phrase
- Verse chorus
- Layering

Learners must show that they have structured their session to work with the beats and phrases of the music (or the natural structure of the music if beats and phrases do not apply). Chosen music should be at the appropriate speed and suitable for the clients.

Learners must show evidence that they have the knowledge to safely adapt sessions for individuals and the occasional apparently healthy special population client including:

- young people in the 14-16 age range
- antenatal and postnatal women
- older people (50 plus)

Simulation

Simulation is allowed for 3.4 and 5.7, if there is no naturally occurring evidence available.

Use of supplementary evidence

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

Assessor feedback

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

Assessor's signature:

Date:

IV's signature:

Date:

Title:		Instruct group exercise to music			
Level:		2			
Credit value:		8			
Learning outcomes		Assessment criteria		Evidence Reference Number/s	
The learner will:		The learner can:		Initial	
<p>1. Know how to prepare participants for group exercise to music</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers 		<p>1.1 Explain the purpose and value of warm up</p> <p>1.2 Explain why participants need to understand the purpose and value of warm up</p> <p>1.3 Describe safe and effective warm up activities for group exercise to music</p> <p>1.4 Identify reasons for temporary deferral of exercise</p>		✓	
<p>2. Be able to prepare participants for group exercise to music</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is instructing group exercise to music.</p> <p>When preparing participants for group exercise to music the learner must cover 3 of the following types:</p> <p>a exercises</p> <p>1 cardiovascular fitness</p> <p>2 muscular fitness</p> <p>3 flexibility</p> <p>4 motor skills</p> <p>5 circuit formats</p>		<p>2.1 Arrive in time to set up the session, meet the participants punctually and make them feel welcome and at ease</p> <p>2.2 Check participants' level of experience and ability for the session, identifying any new participants</p> <p>2.3 Explain the demands of the session including physical and technical</p> <p>2.4 Ask participants if they have any illnesses or injuries and advise individuals of any reasons why they should not participate in the exercises</p> <p>1 cardiovascular fitness</p> <p>2 muscular fitness</p> <p>3 flexibility</p> <p>4 motor skills</p> <p>5 circuit formats</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<p>2.5 Provide participants with clear information about the planned activities for the session and explain the exercises</p> <p>1 cardiovascular fitness</p> <p>2 muscular fitness</p> <p>3 flexibility</p> <p>4 motor skills</p> <p>5 circuit formats</p> <p>2.6 Choose and apply methods of motivating participants that are appropriate to them and accepted good practice</p> <p>2.7 Advise participants of the facility's emergency procedures and health and safety requirements for the session</p> <p>2.8 Confirm or revise plans for the session with participants if necessary</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Know how to safely instruct group exercise to music to participants</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 	<p>The learner can:</p> <p>3.1 Describe the purpose of the exercises included in the session</p> <p>3.2 Describe a range of exercises that are safe and appropriate for participants</p> <p>3.3 Outline the importance/methods of voice projection including effective use of volume and pitch of voice with and without a microphone</p> <p>3.4 Describe the structure of music, suitability of speed and type of music for the participants and section of the class</p> <p>3.5 Explain how to work to the structure and phrase of the music</p> <p>3.6 Explain effective cueing</p> <p>3.7 Outline the legalities of the use of music</p> <p>3.8 Identify the types of hazards that may occur during a session and how to manage these</p> <p>3.9 Outline the reporting procedures for health and safety</p> <p>3.10 Outline the information that must be given to other people who are involved in the session</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>4. Be able to safely instruct group exercise to music to participants</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is instructing group exercise to music.</p> <p>When safely instructing group exercise to participants the learner must cover 3 of the following types:</p> <p>a exercises</p> <ol style="list-style-type: none"> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skill 5 circuit formats 	<p>The learner can:</p> <p>4.1 Prepare participants physically for the exercises using safe and effective warm ups</p> <ol style="list-style-type: none"> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skill 5 circuit formats <p>4.2 Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions appropriate to participants' needs and level of experience</p> <p>4.3 Give participants the opportunity to ask questions</p> <p>4.4 Provide effective cueing to enable participants to work to the structure of music</p> <p>4.5 Use volume and pitch of the voice effectively relative to the music</p>	✓		

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	4.6 Ensure that participants take part in the exercises in a safe manner			
	1 cardiovascular fitness			
	2 muscular fitness			
	3 flexibility			
	4 motor skill			
	5 circuit formats			
	4.7 Monitor exercise intensity using appropriate method/s			
	4.8 Keep to the planned timings for the exercises			
	1 cardiovascular fitness			
	2 muscular fitness			
	3 flexibility			
	4 motor skill			
	5 circuit formats			
	4.9 Apply the appropriate code of practice during the session			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>5. Know how to help participants improve their performance</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 	<p>The learner can:</p> <p>5.1 Outline the needs and potential of the participants</p> <p>5.2 Describe the types of special requirements that participants may have</p> <p>5.3 Describe how to adapt session plans, equipment and facilities to meet the special requirements that participants may have</p> <p>5.4 Describe how to break exercise/movements down to their component parts</p> <p>5.5 Describe how to develop participant co-ordination by building exercises/movements up gradually, including layering techniques and holding patterns</p> <p>5.6 Describe effective methods of building combinations of movements</p> <p>5.7 Identify a range of alternative exercises for adaptation including any appropriate progressions and regressions</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Be able to help participants improve their performance. This learning outcome must be assessed using workplace evidence generated when the learner is instructing group exercise to music.</p> <p>When helping participants improve their performance the learner must cover 3 of the following types:</p> <p>a exercises</p> <ol style="list-style-type: none"> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skill 5 circuit formats <p>With 5 of the following types:</p> <p>b teaching methods</p> <ol style="list-style-type: none"> 1 changing teaching positions 2 asking questions 3 making adaptations and progressions 4 verbal and visual communications 5 mirroring 	<p>The learner can:</p> <ol style="list-style-type: none"> 6.1 Provide appropriate attention and motivation to all participants 6.2 Observe participants' performance throughout the session from appropriate instructing positions 6.3 Check regularly for the participants ability to perform the exercises and provide appropriate progressions/regressions <ol style="list-style-type: none"> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skill 5 circuit formats <ol style="list-style-type: none"> 6.4 Use appropriate teaching methods to correct and reinforce technique <ol style="list-style-type: none"> 1 changing teaching positions 2 asking questions 3 making adaptations and progressions 4 verbal and visual communications 5 mirroring 	<p>✓</p>		

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	6.5 Build up exercises gradually and explain the purpose of			
	1 cardiovascular fitness			
	2 muscular fitness			
	3 flexibility			
	4 motor skill			
	5 circuit formats			
	6.6 Provide instructing points and feedback which is timely, clear and helps participants achieve their objectives			
	6.7 Adapt the activities to respond to the changing needs of the participants, equipment and environment during the session			
	7.1 Explain the purpose and value of a cool down			
	7.2 Explain why participants need to understand the purpose and value of a cool down			
	7.3 Describe safe and effective cool down activities for group exercise to music			
	7. Know how to bring a group exercise to music session to an end This learning outcome can be assessed by;			
<ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 				

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
<p>8. Be able to bring a group exercise to music session to an end</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is instructing group exercise to music.</p>	<p>8.1 Allow sufficient time to end the session according to the participants' level of experience</p> <p>1 cardiovascular fitness</p> <p>2 muscular fitness</p> <p>3 flexibility</p> <p>4 motor skill</p> <p>5 circuit formats</p>			
<p>When bringing a group exercise to music session to an end the learner must cover 3 of the following types:</p> <p>a sessions</p> <p>1 cardiovascular fitness</p> <p>2 muscular fitness</p> <p>3 flexibility</p> <p>4 motor skill</p> <p>5 circuit formats</p>	<p>8.2 End the session using cool down activities that are safe and effective for the participants</p> <p>1 cardiovascular fitness</p> <p>2 muscular fitness</p> <p>3 flexibility</p> <p>4 motor skill</p> <p>5 circuit formats</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<p>8.3 Give the participants an accurate feedback summary on the session and its benefits</p> <ol style="list-style-type: none"> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skill 5 circuit formats <p>8.4 Give the participants the opportunity to:</p> <ul style="list-style-type: none"> • think about the session • ask questions • provide feedback • identify their further needs 			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<p>8.5 Ensure the participants have information about future sessions</p> <p>1 cardiovascular fitness</p> <p>2 muscular fitness</p> <p>3 flexibility</p> <p>4 motor skill</p> <p>5 circuit formats</p>			
	<p>8.6 Follow the correct procedures for checking and dealing with any equipment used</p>			
	<p>8.7 Leave the environment in a condition acceptable for future use</p>			
	<p>8.8 Pass on suggestions for improving health and safety to a competent person or agency</p>			

Evidence of real work activity

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

Learners must show evidence that they have instructed a group of clients through the following phases of the exercise to music session:

- Warm up
- Pulse raiser incorporating static and/or dynamic stretching
- Mobility
- Main CV workout using the aerobic curve
- Pulse raiser
- Main workout
- Build down
- MSE
- Flexibility

Using a minimum of **one** of the following methods of choreography design / teaching methods:

- Add on
- 32 count phrase
- Verse chorus
- Layering

Learners must demonstrate that they have structured their training session to work with the beats and phrases of the music (or the natural structure of the music if beats and phrases do not apply). Chosen music should be at the appropriate speed and suitable for the clients.

Learners must show that they can cue effectively to ensure the group can participate in time with the beat/phrase or structure of the music.

Learners must show accurate demonstrations of movements and techniques appropriate to the exercise to music environment with particular attention to the speed of movements.

Learners must show that they can apply methods of voice projection and can effectively use the volume and pitch of their voice.

Learners should be observed teaching from a variety of positions in the room using mirroring, and demonstrating control of the participants.

Learners must show the ability to observe their clients/participants and correct poor technique where required, giving regular teaching points to meet individual needs.

Simulation

Simulation is allowed for 8.8, if there is no naturally occurring evidence available.

Use of supplementary evidence

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

Assessor feedback

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

Assessor's signature:

Date:

IV's signature:

Date:

Active IQ

Dryden House
St. Johns Street
Huntingdon
PE29 3NU

T 01480 467 950
F 01480 456 283
info@activeiq.co.uk
www.activeiq.co.uk

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