



Level 2
Unit Guides

**Level 2 Diploma in Physical Activity,
Fitness and Exercise Science**

**Level 3 Diploma in Physical Activity,
Fitness and Exercise Science**

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Active IQ Level 2 Diploma in Physical Activity, Fitness and Exercise Science

Active IQ Level 3 Diploma in Physical Activity, Fitness and Exercise Science Year 1

Learners must complete all 6 mandatory units (45 credits) and a minimum of 20 credits from any of the optional units (65 credits in total).

Mandatory group

Learners must complete all 6 mandatory units (45 credits).

| Unit | | Unit accreditation number | Level | Credits |
|------|--|---------------------------|-------|---------|
| 1. | Principles of anatomy, physiology and fitness | F/507/1217 | 2 | 12 |
| 2. | Planning and instructing gym-based exercise | J/507/1218 | 2 | 16 |
| 3. | Principles of customer care | L/507/1219 | 2 | 7 |
| 4. | Working in active leisure facilities | J/507/1221 | 2 | 4 |
| 5. | Health and safety in the workplace | L/507/1222 | 2 | 2 |
| 6. | Managing personal and professional development | R/507/1223 | 2 | 4 |

Optional

Learners must complete a minimum of 20 credits from any of the optional units.

Optional group – Employability

| Unit | Unit accreditation number | Level | Credits | |
|------|--|------------|---------|---|
| 7. | Skills for entering employment | Y/507/1224 | 2 | 5 |
| 8. | Skills for employment interviews | D/507/1225 | 2 | 3 |
| 9. | Employment rights and responsibilities | H/507/1226 | 2 | 2 |

Optional group – Fitness and exercise

| Unit | Unit accreditation number | Level | Credits | |
|---|---|------------|---------|----|
| 10. | Planning and instructing group exercise to music | K/507/1227 | 2 | 12 |
| 11. | Planning and instructing water-based exercise | M/507/1228 | 2 | 12 |
| Units 12 & 13 must be taken together | | | | |
| 12. | Planning a studio cycling session | R/503/0106 | 2 | 2 |
| 13. | Instructing a studio cycling session | D/503/0108 | 2 | 2 |
| Units 14 & 15 must be taken together | | | | |
| 14. | Planning a circuit training session | Y/502/5702 | 2 | 2 |
| 15. | Instructing a circuit training session | H/502/5704 | 2 | 3 |
| Unit 16 must be taken with unit 17 and/or 18 | | | | |
| 16. | Development of adolescents in relation to fitness instruction | R/600/2588 | 2 | 3 |
| 17. | Principles of adapting gym instruction for adolescents | L/600/2590 | 2 | 1 |
| 18. | Principles of adapting group exercise for adolescents | Y/600/2592 | 2 | 1 |
| Units 19 & 20 must be taken together | | | | |
| 19. | Planning a kettlebell exercise session | F/503/6614 | 2 | 2 |
| 20. | Instructing a kettlebell exercise session | J/503/6615 | 2 | 2 |
| Units 21 & 22 must be taken together | | | | |
| 21. | Planning a suspended movement training exercise session | R/505/5345 | 2 | 2 |
| 22. | Instructing a suspended movement training exercise session | Y/505/5346 | 2 | 2 |

Optional group – Health and wellbeing

| Unit | Unit accreditation number | Level | Credits | |
|------|--|------------|---------|---|
| 23. | Working with communities to promote and support active, healthy lifestyles | J/505/1065 | 2 | 3 |
| 24. | Alcohol awareness | R/504/8282 | 2 | 3 |
| 25. | Smoking awareness and cessation | J/505/2930 | 2 | 2 |
| 26. | Lifestyle management for health and wellbeing | T/507/1229 | 2 | 5 |

Optional group – Physical activity

| Unit | | Unit accreditation number | Level | Credits |
|---|--|---------------------------|-------|---------|
| Units 27, 28 & 29 must be taken together | | | | |
| 27. | Planning physical play activities for children under 5 | H/504/1787 | 2 | 4 |
| 28. | Delivering physical play activities for children under 5 | K/504/1788 | 2 | 3 |
| 29. | Safeguarding and protecting children and young people | T/506/6967 | 2 | 2 |
| 30. | Child behaviour management | R/506/5874 | 2 | 3 |
| 31. | Promoting healthy lifestyles and physical activity | A/506/5884 | 2 | 4 |
| Units 32 & 33 must be taken together | | | | |
| 32. | Planning an activity session | F/506/5885 | 2 | 5 |
| 33. | Delivering an activity session | J/506/5886 | 2 | 6 |

Optional group – Leisure operations

| Unit | | Unit accreditation number | Level | Credits |
|------|---|---------------------------|-------|---------|
| 34. | Sport and active leisure facility cleanliness | K/507/1230 | 2 | 2 |
| 35. | Providing a reception service in a sport and leisure facility | M/507/1231 | 2 | 3 |
| 36. | Understand how to prepare environments for activity | T/507/1232 | 2 | 2 |
| 37. | Organising events in active leisure | A/507/1233 | 2 | 3 |
| 38. | Understand how to provide a safe pool environment | F/507/1234 | 2 | 3 |
| 39. | Organising children's parties | H/602/2683 | 2 | 3 |
| 40. | Safeguarding and protecting children and young people | T/506/6967 | 2 | 2 |
| 41. | Supporting equality and diversity | M/506/6966 | 2 | 2 |
| 42. | Food safety in catering | H/502/0132 | 2 | 1 |

Mandatory group

Learners must complete all 6 mandatory units (45 credits).

| Unit | | Unit accreditation number | Level | Credits |
|------|--|---------------------------|-------|---------|
| 1. | Principles of anatomy, physiology and fitness | F/507/1217 | 2 | 12 |
| 2. | Planning and instructing gym-based exercise | J/507/1218 | 2 | 16 |
| 3. | Principles of customer care | L/507/1219 | 2 | 7 |
| 4. | Working in active leisure facilities | J/507/1221 | 2 | 4 |
| 5. | Health and safety in the workplace | L/507/1222 | 2 | 2 |
| 6. | Managing personal and professional development | R/507/1223 | 2 | 4 |

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

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

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

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| 2. Be able to consult/interview and support clients changing exercise behaviour | 2.1 Use appropriate methods, techniques and communication skills to greet the client, 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 a 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: |
|---|--|
| <p>4. Be able to deliver a safe and effective gym-based induction</p> | <p>4.1 Demonstrate appropriate communication skills when working with clients, to include:</p> <ul style="list-style-type: none"> • individuals • groups <p>4.2 Verbally screen clients to check their readiness to participate, to include:</p> <ul style="list-style-type: none"> • individuals • groups <p>4.3 Introduce clients to appropriate warm-up exercises, to include:</p> <ul style="list-style-type: none"> • individuals • groups <p>4.4 Introduce clients to a range of cardiovascular machines using an appropriate teaching sequence, to include:</p> <ul style="list-style-type: none"> • individuals • groups <p>4.5 Introduce clients to a range of fixed resistance machines using an appropriate teaching sequence, to include:</p> <ul style="list-style-type: none"> • individuals • groups <p>4.6 Introduce clients to a range of free-weight exercises, to include: safe lifting and passing and use of an appropriate teaching sequence</p> <p>4.7 Introduce clients to a range of body-weight exercises using an appropriate teaching sequence, to include:</p> <ul style="list-style-type: none"> • individuals • groups <p>4.8 Introduce clients to appropriate cool-down exercises, to include:</p> <ul style="list-style-type: none"> • individuals • groups <p>4.9 Explain modifications and adaptations to progress and regress specific exercises</p> <p>4.10 Explain appropriate health and safety considerations and gym etiquette</p> <p>4.11 Describe the purpose of a warm-up and cool-down</p> <p>4.12 Explain to clients how to monitor their own exercise intensity</p> |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| 5. Know how to plan a safe and effective gym-based exercise session | 5.1 Identify risks and hazards in the gym environment 5.2 Identify how to manage risks and promote safety in the gym environment 5.3 Recognise a safe and effective session structure. 5.4 Identify safe and effective exercises/equipment for inclusion in a gym-based session 5.5 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different client needs 5.6 Describe the purpose of a warm-up and cool-down 5.7 Describe appropriate exercises for inclusion in a warm-up and cool-down 5.8 Describe the purpose and benefits of cardiovascular exercise 5.9 Describe the purpose and benefits of muscular fitness and resistance exercises 5.10 Describe the purpose and benefits of flexibility exercises 5.11 Describe appropriate exercises to improve different components of fitness 5.12 Describe different methods for monitoring exercise intensity |
| 6. Be able to plan a safe and effective gym-based exercise session | 6.1 Identify and manage risks and hazards that affect the 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 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 1. Understand the concept 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 the types of tasks that make up a customer care role 1.5 Describe what is meant by a positive customer experience 1.6 Describe what is meant by a negative customer experience 1.7 Describe the benefits of delivering good customer care 1.8 Describe the disadvantages of poor customer care |
| 2. Understand the skills and behaviours needed to deliver customer care | 2.1 Describe the common characteristics of people/ individuals who provide excellent 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 Describe how to carry out routine customer care tasks in a way that shows consideration for customers 2.5 Explain the concept of professionalism within customer care 2.6 Explain the importance of effective teamwork for the delivery of excellent customer care 2.7 Describe the team-working skills required to deliver an excellent customer experience |
| 3. Understand legislation relating to the customer environment | 3.1 Identify the relevant equalities legislation relating to customers 3.2 Identify the responsibilities of the employee under the Health and Safety at Work Act that relate to customer care 3.3 Identify the responsibilities of the employer under the Health and Safety at Work Act that relate to customer care 3.4 Identify the main principles of the Data Protection Act 3.5 Describe why it is important to respect customer and organisation confidentiality |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| 4. Understand the value of first impressions | 4.1 Explain the importance of making a positive first impression on customers 4.2 Describe ways of creating a positive first impression when communicating with customers, to include: <ul style="list-style-type: none"> • face-to-face • when making outgoing telephone calls • when answering incoming telephone calls • in writing (by email) |
| 5. Understand how to communicate clearly and effectively with customers | 5.1 Identify different methods of communication to include verbal and non-verbal methods 5.2 Identify positive body language 5.3 Identify negative body language 5.4 Give examples of when it is necessary to take the initiative in approaching customers 5.5 Describe different methods of effective and efficient communication in a range of situations, to include: <ul style="list-style-type: none"> • face-to-face • when making outgoing telephone calls • when answering incoming telephone calls • in writing (by email) 5.6 Describe the communication approach that will make a positive impression on customers, to include: <ul style="list-style-type: none"> • empathy • listening • patience • adaptability • establishing trust 5.7 Explain why a consistent positive attitude and approach to customers is vital to an organisation |
| 6. Understand how to be polite and approachable with customers | 6.1 Outline appropriate ways to meet and greet customers politely and confidently 6.2 Explain why it is important to respond to customers within an appropriate timescale 6.3 Explain how to acknowledge the customers, even when busy 6.4 Describe how to respond to customers' requests in a positive manner 6.5 Describe how to work in a way that shows customers you are enthusiastic and willing to help them |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 7. Understand how to interact with customers in different situations | 7.1 Identify the types of needs and difficulties that customers may have that they require assistance with 7.2 Describe how to respond to different customer needs and difficulties 7.3 Identify the personal qualities required to deal with customer problems 7.4 Describe how to communicate with dissatisfied customers 7.5 Describe the skills required to deal with potentially volatile or unpleasant situations 7.6 Identify responses and actions that may make problems worse 7.7 Describe how to adapt your communication style, attitude and response to meet the individual customer needs 7.8 Describe how to inform customers when promises cannot be kept due to unforeseen circumstances 7.9 Explain how to refer problems on to a senior colleague when they are not able to resolve a customer issue |
| 8. Be able to make a good first impression on customers | 8.1 Present yourself to customers, including 'meeting and greeting' 8.2 Communicate efficiently and effectively with different types customers, to include: <ul style="list-style-type: none"> • face-to-face • when making outgoing telephone calls • when answering incoming telephone calls • email • social media 8.3 Demonstrate types of behaviour that make a positive impression on different types of customers 8.4 Approach and initiate conversation with a customer that is not actively seeking your attention |
| 9. Be able to show the right attitude for customer care | 9.1 Recognise and respond when a customer wants or needs attention 9.2 Greet customers politely and positively 9.3 Speak to customers clearly and put them at ease 9.4 Recognise how customers are feeling 9.5 Establish a rapport with customers 9.6 Demonstrate to customers that you are positive and enthusiastic at all times 9.7 Focus on your customers and ignore distractions 9.8 Show customers respect at all times and in all circumstances |
| Assessment | Multiple-choice theory exam Assignment Worksheet Summative observation Self-evaluation |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 1. Know employment and career opportunities within an active leisure facility | 1.1 Identify sources of information on career progression, training and education 1.2 Identify the main job roles within an active leisure facility 1.3 Identify the qualification requirements for the main job roles within an active leisure facility 1.4 Identify potential career pathways in an active leisure facility 1.5 Identify the key factors that help people progress in their careers in an active leisure facility |
| 2. Understand how active leisure facilities operate | 2.1 Identify typical operational hours of active leisure facilities, to include: <ul style="list-style-type: none"> • staffing shifts and rotas • public opening times 2.2 Describe typical handover procedures between staff: <ul style="list-style-type: none"> • during public opening times • across late and early shifts 2.3 Identify environments accessible to the public 2.4 Identify environments accessible to staff only |
| 3. Understand the products and services provided by active leisure facilities | 3.1 Identify the main products and services offered by active leisure facilities 3.2 Identify the ancillary and specialist products/services that may be offered by active leisure facilities 3.3 Describe a range of membership options/contracts offered by active leisure facilities 3.4 Identify why certain products/services are seen as key by the public when choosing membership at an active leisure facility |
| 4. Understand how to maintain the safety of users in an active leisure facility | 4.1 Identify the legal requirements for operating an active leisure facility 4.2 Identify the normal operating procedures for an active leisure facility 4.3 Identify the emergency operating procedures for an active leisure facility 4.4 Describe the roles and responsibilities of staff members in maintaining the safety of users in an active leisure facility |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 5. Understand the types of users who visit an active leisure facility | 5.1 Describe the different types of users of an active leisure facility, to include: <ul style="list-style-type: none"> • health-related users • fitness users • recreational sporting users • retired users • school groups • people with particular needs 5.2 Compare the needs of different types of users of an active leisure facility 5.3 Identify ways in which an active leisure facility can meet the needs of different types of user 5.4 Identify ways in which staff in an active leisure facility can help users have a positive experience when visiting an active leisure facility |
| Assessment | Multiple-choice theory exam Assignments |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 1. Understand health and safety in the workplace | 1.1 Outline the rights and responsibilities of the employer for health and safety in the workplace 1.2 Outline the rights and responsibilities of the employee for health and safety in the workplace 1.3 Explain the term 'duty of care' relating to health and safety of self and others 1.4 Identify key legal and regulatory requirements relevant to health and safety in the workplace 1.5 Describe what may happen if employers and employees do not follow legal requirements |
| 2. Understand hazards and risks in the workplace | 2.1 Explain what is meant by a 'hazard' 2.2 Describe the common hazards to employees that may occur in the workplace, to include: <ul style="list-style-type: none"> • working environment • equipment • working practices • behaviour • hazardous substances 2.3 Describe how to deal with the common hazards to employees that may occur in the workplace 2.4 Explain what is meant by 'risk' 2.5 Describe the five steps of risk assessment 2.6 Describe how risk can be managed in the workplace |
| 3. Understand normal and emergency operating procedures in the workplace | 3.1 State the importance of having written systems of work, to include: <ul style="list-style-type: none"> • normal operating procedures (NOPs) • emergency action plans (EAPs) • risk assessment 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 |
| Assessment | Multiple-choice theory exam Worksheet |

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

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| 2. Understand continuing professional development (CPD) | 2.1 Define continuing professional development 2.2 Explain 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 how to plan own continuing professional development 2.8 Explain the contribution that a workplace's performance appraisal and development processes can make to own continuing professional development 2.9 Outline how to access sources of information required to fulfil continuing professional development 2.10 Outline how to access support for your learning 2.11 Describe the difference between formal and informal development opportunities |
| 3. Understand the planning and reviewing cycle within personal and professional development | 3.1 Describe different planning and reviewing cycle theories 3.2 Explain the importance of the planning and reviewing cycle within personal and continuing professional development 3.3 Explain the importance of reviewing goals and targets at regular intervals |
| 4. Understand time management techniques | 4.1 Explain the benefits of managing own time effectively 4.2 Describe effective time management tools and techniques, to include: <ul style="list-style-type: none"> • setting goals • prioritising urgent and important tasks • breaking down tasks into smaller parts 4.3 Explain the benefits of achieving an acceptable 'work-life balance' 4.4 Identify possible distractions that may cause deadlines to be missed |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 5. Be able to manage own personal development | 5.1 Develop a personal development plan that prioritises areas for development 5.2 Evaluate own strengths and weaknesses for personal development 5.3 Identify own personal development needs from personal reflection 5.4 Identify own personal development needs from feedback from others 5.5 Outline specific, measurable, achievable, realistic/ relevant and time-bound (SMART) personal development objectives 5.6 Record formal and informal development opportunities that are consistent with personal development objectives 5.7 Identify any potential challenges in meeting personal development objectives 5.8 Identify strategies or solutions to resolve problems with personal development objectives 5.9 Review progress against agreed objectives and amend plans accordingly |
| 6. Be able to manage own continuing professional development | 6.1 Develop a continuing professional development plan that prioritises areas for development 6.2 Agree specific, measurable, agreed, realistic/relevant and time-bound (SMART) objectives for own continuing professional development 6.3 Research the appropriate activities needed to fulfil a continuing professional development plan 6.4 Record formal and informal methods of continuing professional development 6.5 Implement strategies to minimise distractions and enable timely completion of priority tasks 6.6 Identify any potential challenges in meeting continuing professional development objectives 6.7 Identify strategies or solutions to resolve problems with continuing professional development objectives 6.8 Plan and manage workloads and priorities using time management tools and techniques 6.9 Take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives 6.10 Review progress against agreed objectives and amend plans accordingly |
| Assessment | Worksheets Personal and professional development plan Multiple-choice theory exam |

Optional group – Employability

| Unit | | Unit accreditation number | Level | Credits |
|------|--|---------------------------|-------|---------|
| 7. | Skills for entering employment | Y/507/1224 | 2 | 5 |
| 8. | Skills for employment interviews | D/507/1225 | 2 | 3 |
| 9. | Employment rights and responsibilities | H/507/1226 | 2 | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 1. Understand employability | 1.1 Define the term employability 1.2 Explain how personal qualities and skills may affect employment preferences and choices 1.3 List own strengths, skills, qualities and experience 1.4 Recognise the role self-confidence and self-belief have in determining successful employment 1.5 Outline the benefits of a positive attitude towards employment |
| 2. Understand the skills needed for employment | 2.1 Describe the skills needed for employment 2.2 Explain how being an effective communicator can enhance employability, to include: <ul style="list-style-type: none"> • verbal communication • written communication 2.3 Describe the benefits of being competent in information technology (IT) to enhance employability, to include: <ul style="list-style-type: none"> • word processing • email • internet 2.4 Describe the benefits of having literacy skills to enhance employability, to include: <ul style="list-style-type: none"> • speaking • listening • presenting information 2.5 Describe the benefits of numeracy skills to enhance employability 2.6 Outline the importance of being able to plan, organise and manage own time effectively 2.7 Explain the importance of self-reflection, evaluation and improvement 2.8 Describe the benefits of being a good team worker 2.9 Describe the problem solving skills that are advantageous in the workplace 2.10 Describe the potential damage of a negative digital profile, to include: <ul style="list-style-type: none"> • social networking, e.g. Twitter, Facebook, Instagram, etc. • internet presence |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 3. Understand the different methods of applying for employment | 3.1 State the purpose of a curriculum vitae (CV) 3.2 Identify the information that should be included on a curriculum vitae (CV) 3.3 State the purpose of an employment application form 3.4 Identify the information required to complete an employment application form 3.5 State the purpose of a covering letter for an employment opportunity 3.6 Identify appropriate individuals who can provide references for a job application |
| 4. Understand how to explore different employment opportunities | 4.1 Describe how to access relevant employment opportunities, to include: <ul style="list-style-type: none"> • delivering CVs in person • emailing relevant organisations • telephone calls • writing 4.2 Research the employment opportunities available that match own skill set 4.3 List a range of sources where employment opportunities are advertised 4.4 Describe how to find out about non-advertised employment opportunities 4.5 Describe different ways of working, to include: <ul style="list-style-type: none"> • self-employed • full-time • part-time • flexible working 4.6 Explain the financial implications of different ways of working |
| 5. Understand how to match skill sets to employment roles | 5.1 Explain the purpose of a person specification 5.2 Explain the purpose of a job description 5.3 Review own skills and experience against person and job specifications for employment opportunities 5.4 Identify an employment opportunity which corresponds with current skills and experience |
| 6. Be able to create a curriculum vitae (CV) | 6.1 Collate the information required to create a curriculum vitae (CV) 6.2 Prepare a curriculum vitae (CV) using a suitable presentation format |
| 7. Be able to complete an application form for an employment opportunity | 7.1 Collate the information required to write an employment application form 7.2 Complete an employment application form 7.3 Complete a personal statement to meet job specification requirements |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 8. Be able to write a covering letter for an employment opportunity | 8.1 Identify the information required to write a covering letter 8.2 Write a covering letter for an employment opportunity |
| Assessment | Worksheet Curriculum vitae (CV) Employment application form Covering letter |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 1. Understand interview presentation skills | 1.1 Explain the importance of creating a positive first impression at an interview 1.2 Describe how personal presentation and personal qualities help to create a positive impression 1.3 Describe how to create a positive impression 1.4 Describe the types of verbal language that are appropriate to use in an interview 1.5 Describe the types of body language that are appropriate to use in an interview |
| 2. Understand how to prepare for an interview | 2.1 Identify the main facts about the employer’s business 2.2 Describe own skills and experience in relation to an employment opportunity 2.3 Prepare answers to questions that may be asked at an interview 2.4 Prepare questions to ask an employer at the interview |
| 3. Be able to conduct self in an interview | 3.1 Present self appropriately for an interview 3.2 Speak and listen appropriately in an interview situation 3.3 Present information about self, relevant to the job role applied for, to include: <ul style="list-style-type: none"> • skills • competencies 3.4 Respond appropriately to questions asked by an interviewer 3.5 Use appropriate body language when speaking and listening in an interview 3.6 Ask relevant and appropriate questions in an interview 3.7 Behave in a respectful and polite manner in an interview |
| 4. Be able to self-evaluate interview performance | 4.1 Identify what went well in the interview 4.2 Identify areas for improvement 4.3 Create an action plan to improve and develop own interview skills |
| Assessment | Worksheet Summative observation Self-evaluation |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| <p>1. Understand workplace employment rights and responsibilities under the law</p> | <p>1.1 Describe employee rights and responsibilities in the workplace, to include:</p> <ul style="list-style-type: none"> • contracts of employment • working hours and holiday entitlements • salary/wages • sickness absence and sick pay • data protection • safeguarding children and young people • anti-discrimination legislation • equality and diversity legislation • health and safety <p>1.2 Outline the rights and responsibilities of the employer, to include:</p> <ul style="list-style-type: none"> • safeguarding children and young people • anti-discrimination legislation • equality and diversity legislation • grievance procedures • health and safety <p>1.3 Identify support and guidance for employment rights and responsibilities, to include:</p> <ul style="list-style-type: none"> • internal support • external support |
| <p>2. Understand key documents relevant to employment</p> | <p>2.1 Explain the main terms and conditions of a contract of employment</p> <p>2.2 Outline the contents of a job description</p> <p>2.3 Describe the types of information held on personnel records</p> <p>2.4 Interpret the information shown on a pay slip or other statement of earnings</p> |
| <p>Assessment</p> | <p>Worksheet</p> |

Optional group – Fitness and exercise

| Unit | | Unit accreditation number | Level | Credits |
|---|---|---------------------------|-------|---------|
| 10. | Planning and instructing group exercise to music | K/507/1227 | 2 | 12 |
| 11. | Planning and instructing water-based exercise | M/507/1228 | 2 | 12 |
| Units 12 & 13 must be taken together | | | | |
| 12. | Planning a studio cycling session | R/503/0106 | 2 | 2 |
| 13. | Instructing a studio cycling session | D/503/0108 | 2 | 2 |
| Units 14 & 15 must be taken together | | | | |
| 14. | Planning a circuit training session | Y/502/5702 | 2 | 2 |
| 15. | Instructing a circuit training session | H/502/5704 | 2 | 3 |
| Unit 16 must be taken with unit 17 and/or 18 | | | | |
| 16. | Development of adolescents in relation to fitness instruction | R/600/2588 | 2 | 3 |
| 17. | Principles of adapting gym instruction for adolescents | L/600/2590 | 2 | 1 |
| 18. | Principles of adapting group exercise for adolescents | Y/600/2592 | 2 | 1 |
| Units 19 & 20 must be taken together | | | | |
| 19. | Planning a kettlebell exercise session | F/503/6614 | 2 | 2 |
| 20. | Instructing a kettlebell exercise session | J/503/6615 | 2 | 2 |
| Units 21 & 22 must be taken together | | | | |
| 21. | Planning a suspended movement training exercise session | R/505/5345 | 2 | 2 |
| 22. | Instructing a suspended movement training exercise session | Y/505/5346 | 2 | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| <p>1. Know how to plan a safe and effective group exercise to music session</p> | <p>1.1 Identify risks and hazards in the studio environment</p> <p>1.2 Identify how to manage risks and promote safety in the studio environment</p> <p>1.3 Recognise a safe and effective session structure</p> <p>1.4 Identify safe and effective exercises/equipment for inclusion in a group exercise to music session</p> <p>1.5 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different participant needs</p> <p>1.6 Identify different ways of using music to plan a group exercise to music session, to include:</p> <ul style="list-style-type: none"> • beats, phrases and blocks • background • choreography approaches, verse and chorus, add on, layering <p>1.7 Identify appropriate types of music to use for different components of a group exercise to music session, to include:</p> <ul style="list-style-type: none"> • speed/beats per minute (bpm) • rhythm and tempo • genre <p>1.8 Identify different dance and movement styles that can be integrated within a group exercise to music session, to include, for example:</p> <ul style="list-style-type: none"> • jazz • ballet • ballroom • street • Latin • country • Bollywood • disco <p>1.9 Describe different methods of adapting choreography to accommodate different abilities and maintain class enjoyment, to include:</p> <ul style="list-style-type: none"> • basic foot movement patterns • rhythm |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| | <ul style="list-style-type: none"> • speed • travel • levers • arm combinations • directional changes • turns • impact <p>1.10 Recognise how changes to choreography affect intensity and complexity</p> <p>1.11 Describe the purpose of a warm-up and a cool-down</p> <p>1.12 Describe appropriate exercises for inclusion in a warm-up and a cool-down</p> <p>1.13 Describe the purpose and benefits of cardiovascular exercise</p> <p>1.14 Describe the purpose and benefits of muscular fitness and resistance exercises</p> <p>1.15 Describe the purpose and benefits of flexibility exercises</p> <p>1.16 Describe appropriate exercises to improve different components of fitness, to include:</p> <ul style="list-style-type: none"> • muscular strength and endurance: body weight and use of small equipment, e.g. bands, weights • cardiovascular: low impact and high impact • flexibility: static and dynamic stretching • motor skills: coordination, balance, etc. <p>1.17 Describe different methods for monitoring exercise intensity</p> |
| <p>2. Be able to plan a safe and effective group exercise to music session</p> | <p>2.1 Identify and manage risks and hazards that affect the safety of the participants and the programme in the exercise environment</p> <p>2.2 Select safe and effective exercises for all components of the session which meet the participants' needs and abilities and group goals</p> <p>2.3 Plan a safe and effective health-related group exercise to music programme to meet participants' needs and incorporate different components of fitness</p> <p>2.4 Plan adaptations and modifications to regress, progress and accommodate different participants' needs</p> <p>2.5 Record exercises using an appropriate format</p> <p>2.6 Use an appropriate music breakdown to plan a group exercise to music session, to include:</p> <ul style="list-style-type: none"> • beats, phrases and blocks • background • choreography approaches, verse and chorus, add on, layering |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| | <p>2.7 Select appropriate types of music to use for different components of a group exercise to music session, to include:</p> <ul style="list-style-type: none"> • speed/beats per minute (bpm) • rhythm and tempo • genre <p>2.8 Select appropriate dance and movement styles to integrate within a group exercise to music session, to include, for example:</p> <ul style="list-style-type: none"> • jazz • ballet • ballroom • street • Latin • country • Bollywood • disco <p>2.9 Use appropriate methods of adapting choreography to accommodate different abilities and maintain enjoyment, to include:</p> <ul style="list-style-type: none"> • basic foot movement patterns • rhythm • speed • travel • levers • arm combinations • directional changes • turns • impact |
| <p>3. Be able to deliver a safe and effective group exercise to music programme</p> | <p>3.1 Use appropriate techniques and communication skills to:</p> <ul style="list-style-type: none"> • greet participants • build rapport • gather information and check readiness to exercise <p>3.2 Provide appropriate advice and guidance in response to information gathered, to include:</p> <ul style="list-style-type: none"> • when to signpost to a medical professional • when to defer • when to allow participation <p>3.3 Use appropriate instructional methods to support participants' performance, to include:</p> <ul style="list-style-type: none"> • demonstration and mirroring • explanation • observation • change of teaching position |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| | <ul style="list-style-type: none"> • correction • adaptation • teaching points • praise and encouragement <p>3.4 Use appropriate music for all components of the group exercise to music session</p> <p>3.5 Use appropriate movement and choreography patterns to accommodate different participants' needs</p> <p>3.6 Work to the music for appropriate components of the group exercise to music session, to include:</p> <ul style="list-style-type: none"> • use of beat and phrase • music as background <p>3.7 Use different choreography approaches, to include:</p> <ul style="list-style-type: none"> • verse and chorus • add on • layering <p>3.8 Instruct a safe and effective warm-up</p> <p>3.9 Instruct a safe and effective cardiovascular component, to include:</p> <ul style="list-style-type: none"> • graduation of intensity • variation of impact <p>3.10 Instruct a safe and effective muscular fitness component</p> <p>3.11 Instruct a safe and effective cool-down and flexibility component</p> <p>3.12 Explain appropriate health and safety considerations to participants</p> <p>3.13 Monitor exercise intensity</p> <p>3.14 Monitor exercise safety</p> <p>3.15 Adapt or modify exercises as appropriate to accommodate participants' needs</p> <p>3.16 Respond accurately/appropriately to participants' questions</p> |
| 4. Be able to evaluate own practice | <p>4.1 Gather feedback from participants to review and evaluate practice</p> <p>4.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting participants' needs</p> <p>4.3 Evaluate the effectiveness of instructional skills for meeting participants' needs</p> <p>4.4 Evaluate the effectiveness of communication for meeting participants' needs</p> <p>4.5 Identify ways to improve instructional skills and communication</p> <p>4.6 Identify ways to improve session content for meeting participants' needs</p> |

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|-------------------|--|
| Assessment | Worksheet Session plans Summative observation Self-evaluation |
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| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| <p>1. Know how to plan a safe and effective water-based exercise session</p> | <p>1.1 Describe the benefits of water-based exercise, to include the effects of different properties of water:</p> <ul style="list-style-type: none"> • buoyancy and floatation • depth • temperature • resistance – frontal, viscous and eddy • hydrostatic pressure <p>1.2 Identify risks and hazards in the pool environment</p> <p>1.3 Identify how to manage risks and promote safety in the pool environment</p> <p>1.4 Recognise a safe and effective session structure</p> <p>1.5 Identify safe and effective exercises for inclusion in a water-based session, to include:</p> <ul style="list-style-type: none"> • shallow water • deep water <p>1.6 Identify equipment that can be used in a water-based session, to include:</p> <ul style="list-style-type: none"> • floats • mitts • water bells • woggles • vests <p>1.7 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different participant needs</p> <p>1.8 Describe how to manipulate the properties of water to regress and progress exercises</p> <p>1.9 Describe how to manipulate the properties of water to accommodate different participant needs</p> <p>1.10 Describe the purpose of a warm-up and a cool-down</p> <p>1.11 Describe the purpose and benefits of cardiovascular exercise in a water-based exercise session</p> <p>1.12 Describe the purpose and benefits of muscular fitness exercises in a water-based exercise session</p> <p>1.13 Describe the purpose and benefits of flexibility exercises in a water-based exercise session</p> |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| | <p>1.14 Describe appropriate exercises to improve different components of fitness in a water-based exercise session, to include:</p> <ul style="list-style-type: none"> • warm-up • cardiovascular • muscular strength and endurance • flexibility • cool-down <p>1.15 Compare different methods for monitoring exercise intensity for water-based exercise</p> |
| <p>2. Be able to plan a safe and effective water-based exercise session</p> | <p>2.1 Identify and manage risks and hazards that affect the safety of the participants and the programme in the exercise environment</p> <p>2.2 Select safe and effective exercises for all components of the session, which meet the participants' needs and abilities and group goals</p> <p>2.3 Plan a safe and effective health-related water-based exercise programme to meet participants' needs and incorporate different components of fitness</p> <p>2.4 Plan adaptations and modifications to regress, progress and accommodate different participants' needs</p> <p>2.5 Record exercises using an appropriate format.</p> |
| <p>3. Be able to deliver a safe and effective water-based exercise programme</p> | <p>3.1 Use appropriate techniques and communication skills to:</p> <ul style="list-style-type: none"> • greet participants • build rapport • gather information and check readiness to exercise <p>3.2 Provide appropriate advice and guidance in response to information gathered, to include:</p> <ul style="list-style-type: none"> • when to signpost to a medical professional • when to defer • when to allow participation <p>3.3 Use appropriate teaching skills to support participants' performance, to include:</p> <ul style="list-style-type: none"> • demonstration, mirroring and movement speed • explanation • observation and correction • change of teaching position • teaching points for alignment and use of water • alternatives and adaptations • motivation, praise and encouragement <p>3.4 Instruct a safe and effective warm-up for a water-based session</p> <p>3.5 Instruct a safe and effective cardiovascular component for a water-based session</p> <p>3.6 Instruct a safe and effective muscular fitness component for a water-based session</p> |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| | 3.7 Instruct a safe and effective cool-down and flexibility component for a water-based session 3.8 Explain appropriate health and safety considerations to participants 3.9 Monitor exercise intensity 3.10 Monitor exercise safety 3.11 Adapt or modify exercises as appropriate to accommodate participants' needs 3.12 Respond accurately/appropriately to participants' questions |
| 4. Be able to evaluate own practice | 4.1 Gather feedback from participants to review and evaluate practice 4.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting participants' needs 4.3 Evaluate the effectiveness of instructional skills for meeting participants' needs 4.4 Evaluate the effectiveness of communication for meeting participants' needs 4.5 Identify ways to improve instructional skills and communication 4.6 Identify ways to improve session content for meeting participants' needs |
| Assessment | Worksheet Session plans Summative observation Self-evaluation |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| <p>1. Understand the key concepts of studio cycling</p> | <p>1.1 Describe the history of studio cycling</p> <p>1.2 Identify the benefits of studio cycling for the participants</p> <p>1.3 Describe a range of handle bar grip to include:</p> <ul style="list-style-type: none"> • narrow grip • wide grip • high grip <p>1.4 State the importance of efficient pedal strokes / cadence</p> <p>1.5 Describe a range of riding techniques to include:</p> <ul style="list-style-type: none"> • seated • seated climb • standing climb • sprinting • jumping |
| <p>2. Understand the principles of training for studio cycling</p> | <p>2.1 Explain the difference between free and fixed wheel cycling</p> <p>2.2 Identify the muscles that are trained during studio cycling to include:</p> <ul style="list-style-type: none"> • quadriceps • hamstrings • gastrocnemius • soleus • gluteals • abdominals • erector spinae • stabilising muscles <p>2.3 Explain the importance of posture for efficient breathing when cycling</p> <p>2.4 Explain how to monitor intensity during the studio cycle session</p> <p>2.5 Explain the importance of rehydration during studio cycling sessions</p> |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 3. Understand the use of music in studio cycling sessions | 3.1 Describe licensing arrangements when using music in studio cycling session 3.2 List reasons to use a microphone in studio cycling sessions 3.3 Describe how to match music to different profiles / sections of the class 3.4 List a range of visualisation techniques to maximise participant motivation |
| 4. Know the safety considerations when teaching a studio cycling session | 4.1 Identify the safety considerations relating to studio cycling <ul style="list-style-type: none"> • verbal screening • bike safety and set up • foot position • seat height • fore/aft seat position • handlebar height • correct form 4.2 Explain the common injuries caused by studio cycling and how to avoid these <ul style="list-style-type: none"> • knee injuries • back injuries • hip injuries • wrist injuries 4.3 Identify the risks in studio cycling |
| 5. Be able to plan a safe and effective studio cycling session | 5.1 Explain the different types of profiles that can be used to plan studio cycling classes 5.2 Plan a studio cycling session (warm-up, main session, cool-down) 5.3 Identify any adaptations or special arrangements due to equipment, facilities or participants |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| <p>6. Know how to carry out basic maintenance and repair on studio cycling bikes</p> | <p>6.1 Describe day to day maintenance of studio cycles to include:</p> <ul style="list-style-type: none"> • wiping bikes after use • polishing fly wheel <p>6.2 Describe weekly cycle maintenance to include:</p> <ul style="list-style-type: none"> • lubrication of moving parts • checking chain/belt tension • tightening bolts / pins • clean brake pads • checking for any loose or worn parts <p>6.3 Describe monthly / quarterly cycle maintenance to include:</p> <ul style="list-style-type: none"> • cleaning and inspection of the interior of the chain guard • cleaning, inspection and lubrication of pedal threads • inspection for rust damage and repair • removal of any faulty parts and procedure for the order of replacements |
| Assessment | Worksheet Session plan |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 1. Be able to instruct the safety considerations for a studio cycling session | 1.1 Welcome participants and carry out verbal screening 1.2 Explain the safe set up of handle bars, saddle and pedals to the participants 1.3 Instruct the safe set up of the bike 1.4 Explain health and safety aspects of studio cycling (safe braking/stopping secure pedal straps, water, towel) 1.5 Demonstrate correct posture on the bike 1.6 Demonstrate the correct hand and seating positions for the different profiles |
| 2. Be able to instruct a safe and effective studio cycling session | 2.1 Introduce the session including aims, objectives and demonstrations 2.2 Instruct a safe and effective session 2.3 Encourage appropriate breathing techniques for the training zone 2.4 Identify appropriate alternatives where appropriate 2.5 Move amongst the group to observe and correct performance 2.6 Use music effectively |
| 3. Be able to demonstrate a range of communication skills | 3.1 Use effective verbal and non-verbal communication styles 3.2 Apply effective motivational skills to improve participant performance |
| 4. Be able to evaluate a studio cycling session | 4.1 Give feedback to the participants 4.2 Gain feedback from the participants 4.3 Evaluate the effectiveness of the session and own performance 4.4 Record an action plan for improvement |
| Assessment | Summative observation Self-evaluation |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 1. Understand group circuit training | 1.1 Describe the history of circuit training 1.2 Define circuit training 1.3 List the benefits of circuit training |
| 2. Understand different methods of circuit training | 2.1 Describe the recommended work time for resistance training 2.2 State the recommended recovery periods in terms of time between sets of exercises 2.3 Describe active recovery 2.4 Describe the different methods of circuit training, for example: <ul style="list-style-type: none"> • two thirds workload circuit • progressive colour circuit • timed circuit • repetition circuit • bodyweight only circuit • circuits with equipment • command circuit • sports specific • circuit weight training 2.5 Describe the different types of circuit training layout, for example: <ul style="list-style-type: none"> • satellite circuit • satellite square • MSE satellite – aerobic unison • bow-tie – aerobic • squares – strength • lines • pairs • once through • corners • radial • follow the leader • shuttle • work, rest and play |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| | <ul style="list-style-type: none"> • forward and back • bleep • ton up • sports specific – boxing 2.6 List the required information for circuit cards |
| 3. Understand the role of the circuit training instructor | 3.1 Describe the role of the circuit training instructor 3.2 Describe the importance of correct instructor performance 3.3 List ways of motivating class participants 3.4 State the importance of professionalism for instructors |
| 4. Understand the implications of using music in a circuit training session | 4.1 Describe the licensing arrangements when using music 4.2 List reasons why they might use a microphone |
| Assessment | Worksheet |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 1. Know the safety considerations when teaching circuit training sessions | 1.1 List the safety considerations relating to circuit training sessions 1.2 Identify appropriate venues for circuit training 1.3 List factors to consider when planning a circuit training class |
| 2. Be able to plan and instruct a safe and effective circuit training session | 2.1 Plan a circuit training session 2.2 Welcome participants and carry out verbal pre-exercise screening 2.3 Demonstrate safe set up of equipment for the circuit training session 2.4 Introduce the circuit to the participants including, aims, objectives and demonstrations 2.5 Instruct a safe and effective circuit training session to include: <ul style="list-style-type: none"> • warm-up • main component • cool-down 2.6 Demonstrate a range of exercises using a logical sequence of instruction to include: <ul style="list-style-type: none"> • upper body • trunk • lower body exercises 2.7 Demonstrate a range of CV exercises using a logical sequence of instruction 2.8 Demonstrate a range of exercises using equipment, for example: <ul style="list-style-type: none"> • dumbbells • barbells • stability balls • bosu • resistance bands • steps • skipping ropes 2.9 Distinguish when an activity needs to be adapted to meet the needs and abilities of the participants |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| | 2.10 Offer alternative activities when appropriate 2.11 Identify any special arrangements or adaptations which need to be made in response to the equipment or facilities available 2.12 Leave the environment in an acceptable condition following the circuit training session |
| 3. Be able to demonstrate a range of communication and evaluation skills appropriate for the circuit training session | 3.1 Demonstrate effective verbal and non-verbal communication styles 3.2 Demonstrate effective use of body language 3.3 Demonstrate how to observe and correct performance 3.4 Give feedback to participants following a circuit training session |
| 4. Be able to undertake an evaluation of their own performance and prepare an action plan for improvement | 4.1 Evaluate the safety and effectiveness of the session 4.2 Evaluate their own performance 4.3 Record an action plan for improvement |
| Assessment | Session plan introduction Session plan Summative observation Self-evaluation |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 1. Understand the three stages of adolescence | 1.1 Describe the three stages of adolescence <ul style="list-style-type: none"> • early • middle • late |
| 2. Know how to assess teenage obesity | 2.1 Outline the national statistics in relation to teenage obesity 2.2 Calculate BMI for adolescents 2.3 Define the classifications for the following BMI ranges: <ul style="list-style-type: none"> • underweight • healthy weight • overweight • obese 2.4 State the consequences of ignoring teenage obesity |
| 3. Understand the physiological changes and the effects of exercise in adolescents | 3.1 Describe bone growth 3.2 List factors which affect bone growth 3.3 State the growth characteristics in adolescents 3.4 State the effects of excessive training in adolescents 3.5 Describe the following growth-related injuries <ul style="list-style-type: none"> • growth plate fractures • sever's disease • osgood schlatter's disease • osteochondritis • lumbar spondylosis • scoliosis • scheurmann's disease 3.6 List ways of preventing growth-related injuries 3.7 Differentiate between the cardiorespiratory system of an adult and an adolescent 3.8 Describe the effects of exercise on the cardiorespiratory system of an adolescent 3.9 Differentiate between the endocrine and hormonal system of an adult and an adolescent 3.10 Describe the effects of exercise on the endocrine and hormonal systems of an adolescent |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 4. Understand the psychosocial challenges faced by adolescents | 4.1 Describe the causes and effects of teenage depression 4.2 List the social issues which affect adolescents to include: <ul style="list-style-type: none"> • smoking • drugs • alcohol 4.3 List the causes of eating disorders 4.4 Describe the signs of eating disorders 4.5 List the barriers adolescents may have in leading an active lifestyle |
| 5. Understand the nutritional needs of adolescents | 5.1 List the main nutrients required for adolescents 5.2 Describe what would be considered a healthy diet for an adolescent 5.3 Describe how adolescents develop poor eating habits 5.4 List ways in which you can encourage adolescents to eat healthily |
| 6. Understand how to reflect the physical, mental and emotional development of adolescents when planning a fitness session | 6.1 List the characteristics of physical, mental and emotional development of adolescents 6.2 Describe how the performance capabilities of adolescents are affected by their physical, mental, cognitive and emotional development |
| Assessment | Worksheet |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 1. Know the current gym instruction guidelines for adolescents | 1.1 State the current exercise guidelines and recommended training for adolescents to include: <ul style="list-style-type: none"> • cardiovascular training • strength training • flexibility training • motor skills training |
| 2. Understand how to assess the suitability of exercises for adolescents | 2.1 Describe the benefits of pre-exercise screening 2.2 List appropriate fitness tests to use with adolescents 2.3 Give examples of suitable questions to ask adolescents in order to assess their current activity levels |
| 3. Understand how to select suitable gym equipment for the stages of adolescence | 3.1 List the appropriate gym equipment for each stage of adolescence 3.2 Describe how to maintain safe behaviour in a gym environment |
| 4. Understand how to teach safe and effective gym sessions to adolescents | 4.1 List the instructional qualities which are essential when teaching adolescents 4.2 Describe how to teach a safe and effective gym session to adolescents 4.3 Describe how a gym session for adolescents should be structured |
| 5. Understand how to encourage adolescents to adopt an active healthy lifestyle | 5.1 State the importance of promoting an active healthy lifestyle 5.2 List ways in which adolescents can be motivated to become more active |
| Assessment | Assignment |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 1. Know the current group exercise instruction guidelines for adolescents | 1.1 State the current exercise guidelines and recommended training for adolescents to include: <ul style="list-style-type: none"> • cardiovascular training • strength training • flexibility training • motor skills training |
| 2. Understand how to assess the suitability of exercises for adolescents | 2.1 Describe the benefits of pre-exercise screening 2.2 List appropriate fitness tests to use with adolescents 2.3 Give examples of suitable questions to ask adolescents in order to assess their current activity levels |
| 3. Understand how to select suitable physical activities for the stages of adolescence | 3.1 List the appropriate physical activities for each stage of adolescence 3.2 Describe how to maintain safe behaviour in a group exercise environment |
| 4. Understand how to teach safe and effective group exercise to adolescents | 4.1 List the instructional qualities which are essential when teaching adolescents 4.2 Describe how to teach a safe and effective group exercise to adolescents 4.3 Describe how a group exercise session for adolescents should be structured |
| 5. Understand how to encourage adolescents to adopt an active healthy lifestyle | 5.1 State the importance of promoting an active healthy lifestyle 5.2 List ways in which adolescents can be motivated to become more active |
| Assessment | Assignment |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 1. Understand the historical background of kettlebell training | 1.1 Describe a kettlebell, identifying the three component parts 1.2 Describe the origins of the kettlebell 1.3 Summarise the history of kettlebell training |
| 2. Understand the benefits of using kettlebells | 2.1 Identify the benefits of kettlebell training 2.2 Explain how kettlebells can be used as a functional training tool 2.3 Describe the physiological adaptations to kettlebell training |
| 3. Understand how to incorporate kettlebell lifts into an exercise programme | 3.1 Explain the resistance training progression pyramid 3.2 Identify appropriate kettlebell lifts that could be integrated into and complement other typical resistance exercises within a session |
| 4. Know the safety considerations for instructing a kettlebell session | 4.1 Identify the safety considerations when instructing a kettlebell session 4.2 Identify contraindicated conditions with regards to kettlebell training 4.3 Identify the potential risks associated with kettlebell training |
| 5. Be able to design a kettlebell programme | 5.1 Plan a kettlebell exercise programme to include: <ul style="list-style-type: none"> • warm-up • main session • cool-down 5.2 Select appropriate kettlebell lifts to achieve specific training objectives 5.3 Plan effective exercise order, timing and rest periods 5.4 Identify any adaptations or special arrangements due to equipment, facilities or the client 5.5 Record the exercise programme in an appropriate format |
| Assessment | Worksheet Session plan |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 1. Be able to prepare for a kettlebell exercise session | 1.1 Prepare self to instruct a kettlebell session 1.2 Select appropriate equipment for the training session 1.3 Prepare the environment and equipment appropriately to meet the client's needs |
| 2. Be able to instruct a kettlebell exercise session | 2.1 Introduce the session setting out the aims and objectives 2.2 Demonstrate kettlebell exercises correctly and in a time efficient manner 2.3 Instruct a safe and effective session 2.4 Identify alternative exercises where appropriate 2.5 Provide clear and concise explanations for each kettlebell lift and exercise 2.6 Move around the client to observe, offer feedback and correct performance, technique and posture where appropriate |
| 3. Be able to demonstrate a range of communication skills | 3.1 Use effective verbal and non-verbal communication skills 3.2 Apply positive motivational feedback to improve clients performance |
| 4. Be able to evaluate a kettlebell exercise session | 4.1 Give feedback to the client on their performance 4.2 Gain feedback from the client 4.3 Evaluate the effectiveness of the session and own performance 4.4 Record an action plan for improvement |
| Assessment | Summative observation Self-evaluation |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| 1. Understand the historical background of suspended movement training | 1.1 Summarise the historical examples of suspended movement training 1.2 Describe the recent integration of suspended movement training and its popularisation within the fitness industry |
| 2. Understand the benefits of using suspended movement training | 2.1 List the physiological adaptations that can occur as a result of suspended movement training 2.2 Identify the strengths and weakness of suspended movement training compared to other exercise modalities 2.3 Describe the practical and commercial benefits of suspended movement training for fitness professionals |
| 3. Know the safety considerations for instructing a suspended movement training session | 3.1 Outline the health screening processes to be implemented prior to suspended movement training sessions 3.2 Identify the specific health and safety considerations when planning a session involving suspended movement training equipment 3.3 Describe how forces can be manipulated by changing body position relative to equipment and anchor points to provide an appropriate level of challenge for the client(s) |
| 4. Be able to design a suspended movement training programme | 4.1 Plan an exercise programme incorporating suspended movement training exercises, to include: <ul style="list-style-type: none"> • warm-up • main session • cool-down 4.2 Select appropriate suspended movement training exercises to achieve specific training objectives 4.3 Plan effective exercise order, timing and rest periods 4.4 Identify any adaptations or special arrangements due to equipment, facilities or the client 4.5 Record the exercise programme in an appropriate format |
| Assessment | Worksheet Session plan |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 1. Be able to prepare for a suspended movement training exercise session | 1.1 Implement pre-exercise health screening processes and identify when clients may need to gain medical consent to exercise 1.2 Identify a suitable anchor point for a suspended movement training device 1.3 Follow manufacturer’s guidelines to safely anchor suspended movement training equipment to an anchor point 1.4 Follow manufacturer’s instructions to set up suspended movement training equipment ready for exercise 1.5 Perform a pre-exercise weight test on suspended movement training equipment |
| 2. Be able to instruct a suspended movement training exercise session | 2.1 Provide technically correct demonstrations for a range of suspended movement training exercises, to include: <ul style="list-style-type: none"> • push exercises • pull exercises • squat exercises • lunge exercises • core exercises 2.2 Provide the main preparation points for each exercise 2.3 Provide teaching points and positive reinforcement of good client technique during the exercises 2.4 Regress or progress exercise technique as required to meet the needs of the client(s) |
| 3. Be able to demonstrate a range of communication skills | 3.1 Maintain the client(s) attention during instruction and exercise performance 3.2 Use visual demonstrations 3.3 Use visual cues 3.4 Use verbal teaching points |
| 4. Be able to evaluate a suspended movement training exercise session | 4.1 Give feedback to the client(s) regarding exercise technique and intensity 4.2 Gain feedback from the client(s) regarding exercise suitability, intensity and instruction style 4.3 Evaluate the effectiveness of the session and own performance 4.4 Record an action plan for improvement |
| Assessment | Summative observation Self-evaluation |

Optional group – Health and wellbeing

| Unit | | Unit accreditation number | Level | Credits |
|------|--|---------------------------|-------|---------|
| 23. | Working with communities to promote and support active, healthy lifestyles | J/505/1065 | 2 | 3 |
| 24. | Alcohol awareness | R/504/8282 | 2 | 3 |
| 25. | Smoking awareness and cessation | J/505/2930 | 2 | 2 |
| 26. | Lifestyle management for health and wellbeing | T/507/1229 | 2 | 5 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| <p>1. Understand the health needs of different communities</p> | <p>1.1 Define community and culture</p> <p>1.2 Recognise the diverse public health needs and priorities of different communities to include:</p> <ul style="list-style-type: none"> • physical activity • mental health • chronic health conditions • access to healthy food • sexual health • smoking • substance misuse <p>1.3 Recognise how the diverse demographics of different communities may impact on health to include:</p> <ul style="list-style-type: none"> • socio-economic status • ethnicity • age range • gender • deprivation • prevalent health conditions <p>1.4 Identify sources for gathering up-to-date information about the local community, for example:</p> <ul style="list-style-type: none"> • organisations • community projects • libraries • health and wellbeing boards (health boards in Wales) • local councils/ authorities • joint strategic needs assessment (JSNA) |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| <p>2. Know how to promote and support physical activity and healthy living to meet local community needs</p> | <p>2.1 Gather information to describe their local community setting, to include:</p> <ul style="list-style-type: none"> • demographics • available support and opportunities • relevant organisations/partners <p>2.2 Identify the role of activity and healthy living in addressing health priorities in the local community</p> <p>2.3. Describe potential barriers to participation in physical activity and healthy living for the community</p> <p>2.4. Identify strategies to overcome barriers and support communities to enable participation and lifestyle change</p> <p>2.5. Recognise interventions to support active healthy lifestyles in the community, to include:</p> <ul style="list-style-type: none"> • physical activity • healthy eating • lifestyle advice <p>2.6 Describe methods to engage the community and promote healthy lifestyles, to include the use of:</p> <ul style="list-style-type: none"> • social marketing • the internet • community environments • networking <p>2.7 Identify opportunities and local resources to support active healthy lifestyles and behaviour change in the community, to include:</p> <ul style="list-style-type: none"> • partner organisations • funding sources (commissioning bodies; sports councils; community grants) • signposting services • activity programmes • healthy living programmes <p>2.8 Recognise the roles and responsibilities of different partners working within the community, to include:</p> <ul style="list-style-type: none"> • general practitioner • community mental health team • clinical commissioning groups (CCG) (funding sources) • dietitian • exercise professionals • other services, e.g. financial, housing, charities etc <p>2.9 Recognise ways to develop and maintain relationships with relevant partners in the community, to include:</p> <ul style="list-style-type: none"> • making connections • barriers and strategies to overcome |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| | <p>2.10 Identify community/individual needs outside the boundaries of own role and how to sign-post individuals for appropriate support</p> <p>2.11 Describe the benefits and barriers to multi-agency working and how to overcome these</p> |
| <p>3. Know how to support individuals making activity and lifestyle changes</p> | <p>3.1 Recognise helping and consultation skills to support individuals with activity and lifestyle changes, to include:</p> <ul style="list-style-type: none"> • building rapport and relationship, to include: • barriers and how to overcome these • establishing ground rules and boundaries • environments for consultation • open questioning (O) • active listening (A) • reflective statements (R) • summarising (S) • person centred working <p>3.2 Identify appropriate strategies to help individuals towards:</p> <ul style="list-style-type: none"> • recognising behaviours affecting their health (e.g. information leaflets) • identifying changes to improve their health (e.g. personal health plan) • recognising their readiness to change (decisional balance; OARS) • recognising barriers to change (change and sustain talk; relapse prevention; OARS) • building confidence and motivation (SMART goal setting; OARS) • developing autonomy (person centred core conditions; OARS, change and sustain talk) <p>3.3 Recognise the purpose of maintaining relevant, accurate and up-to-date records to meet service needs, to include:</p> <ul style="list-style-type: none"> • consideration of legalities • recording and storage • transfer of information • reporting issues falling outside of specific role boundaries • project evaluation, funding and sustainability |
| <p>Assessment</p> | <p>Worksheets Case study</p> |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 1. Know about differences in unit strengths | 1.1 List alcoholic drinks 1.2 State the unit strengths of different types of alcoholic drink |
| 2. Know about the effects that alcohol use may have on others | 2.1 Describe reasons why people may misuse alcohol 2.2 Describe the effects that alcohol misuse may have on: <ul style="list-style-type: none"> • family • friends • society |
| 3. Understand the health issues associated with alcohol misuse | 3.1 Describe the psychological effects of alcohol misuse 3.2 Explain the effects of alcohol misuse on: <ul style="list-style-type: none"> • physical health • emotional health 3.3 Describe the physical effects of withdrawing from alcohol 3.4 Describe the emotional effects of withdrawing from alcohol |
| 4. Know about agencies offering help and information on alcohol misuse | 4.1 List sources of help and information on alcohol misuse 4.2 Explain the identified sources of help and information |
| Assessment | Worksheet Presentation |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 1. Know the key UK statistics related to smoking | 1.1 Describe the demographics of smokers in the UK, to include: <ul style="list-style-type: none"> • % of population • gender • age • regional smoking rates • deaths related to smoking 1.2 Identify the revenue earned from tobacco tax 1.3 Identify the cost smoking has on the NHS and stop smoking services |
| 2. Understand the health implications smoking has on an individual | 2.1 State the physical and psychological effects smoking has on the body 2.2 Identify the short, medium and long term health implications of smoking 2.3 Identify the risks posed to sexual health by smoking 2.4 Identify the risks of smoking during pregnancy |
| 3. Understand the key components of tobacco products and the effects they have on the body | 3.1 Identify substances and chemicals found in tobacco products 3.2 Describe the effects nicotine has on the body 3.3 Describe the effects tar has on the body 3.4 Describe the effects carbon monoxide has on the body 3.5 Identify the key signs of addiction 3.6 Describe common withdrawal symptoms |
| 4. Know strategies and sources of information to assist in smoking cessation | 4.1 Identify where credible information and advice on smoking cessation can be obtained 4.2 Identify methods and strategies for smoking cessation, to include: <ul style="list-style-type: none"> • nicotine replacement therapy (NRT) • prescribed medications 4.3 Identify the short-, medium- and long-term benefits of smoking cessation |
| Assessment | Worksheet |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| <p>1. Understand how lifestyle factors affect health and wellbeing</p> | <p>1.1 Describe the lifestyle factors that can affect health and wellbeing, to include:</p> <ul style="list-style-type: none"> • smoking • alcohol intake • physical activity level • diet • stress management and relaxation • sleep <p>1.2 Explain the relationships between lifestyle factors and disease</p> <p>1.3 Explain the relationships between lifestyle factors and physical and mental performance</p> <p>1.4 Explain the benefits of making lifestyle behaviour changes to prevent disease and achieve health or performance goals</p> |
| <p>2. Understand how lifestyle factors are monitored and managed in healthcare systems</p> | <p>2.1 Identify key recommendations from Chief Medical Officer Reports that emphasise the importance of a healthy lifestyle</p> <p>2.2 Describe how lifestyle behaviours contribute to increased risk for specific medical conditions, to include:</p> <ul style="list-style-type: none"> • cardiovascular disease (CVD) • mental health and wellbeing • skeletal health (osteoporosis/ osteoarthritis) <p>2.3 Recognise public health systems/structures and stakeholders with an investment in promoting health and wellbeing, to include:</p> <ul style="list-style-type: none"> • health and wellbeing boards (HWBs) • Joint Strategic Needs Assessment (JSNA) • clinical commissioning groups (CCGs) • general practitioners (GPs) <p>2.4 Describe a range of interventions and support systems to help individuals manage their health and lifestyle, to include:</p> <ul style="list-style-type: none"> • five ways to wellbeing • smoking cessation • counselling • exercise referral • family/friends |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 3. Know how to assess and provide guidance on lifestyle management | 3.1 Describe the stages and processes involved in changing lifestyle behaviours 3.2 Describe the communication skills required to consult with clients and gather information from clients 3.3 Identify tools that can be used to analyse and assess different lifestyle behaviours, to include: <ul style="list-style-type: none"> • food diaries • Alcohol Use Disorders Identification Test Consumption (AUDIT-C) • International Physical Activity Questionnaire (IPAQ) • EuroQol Group EQ-5D 3.4 Describe how to support a client to identify their motivations for making changes to specific behaviours 3.5 Describe how to support a client to identify their barriers to making changes to specific behaviours 3.6 Describe how to support a client to identify their readiness to make changes to specific behaviours using relevant tools 3.7 Describe how to support a client to identify a range of strategies that could be used to make changes to specific lifestyle behaviours 3.8 Describe how to help a client identify social support systems needed to help them make changes 3.9 Describe how to help a client identify strategies for managing lapse and relapse 3.10 Describe the value of goal-setting for lifestyle management 3.11 Explain how to set and agree specific, measurable, achievable, relevant, timed (SMART) short-, medium- and long-term goals to make changes to specific lifestyle behaviours 3.12 Describe the importance of reviewing goals 3.13 Describe techniques that increase a client's motivation and commitment to lifestyle change |
| Assessment | Worksheets Assignment |

Optional group – Physical activity

| Unit | | Unit accreditation number | Level | Credits |
|---|--|---------------------------|-------|---------|
| Units 27, 28 & 29 must be taken together | | | | |
| 27. | Planning physical play activities for children under 5 | H/504/1787 | 2 | 4 |
| 28. | Delivering physical play activities for children under 5 | K/504/1788 | 2 | 3 |
| 29. | Safeguarding and protecting children and young people | T/506/6967 | 2 | 2 |
| 30. | Child behaviour management | R/506/5874 | 2 | 3 |
| 31. | Promoting healthy lifestyles and physical activity | A/506/5884 | 2 | 4 |
| Units 32 & 33 must be taken together | | | | |
| 32. | Planning an activity session | F/506/5885 | 2 | 5 |
| 33. | Delivering an activity session | J/506/5886 | 2 | 6 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| <p>1. Know the requirements for health and safety in an active leisure environment</p> | <p>1.1 Describe the responsibilities of employers and employees under Health and Safety legislation</p> <p>1.2 Explain the term ‘duty of care’ as applied to self and others</p> <p>1.3 Identify key legal and regulatory requirements relevant to health and safety in an active leisure environment</p> <p>1.4 Describe what may happen if employers and employees do not follow legal requirements</p> <p>1.5 Describe an active leisure organisation’s procedures to ensure legal requirements for health and safety are met</p> |
| <p>2. Know about hazards and risks in an active leisure environment</p> | <p>2.1 Explain what is meant by the term ‘hazard’</p> <p>2.2 Describe the main hazards to customers and staff that may occur in an active leisure environment, to include hazards relating to:</p> <ul style="list-style-type: none"> • facilities • equipment • working practices • behaviour • hazardous substances <p>2.3 Describe how active leisure staff should deal with the main hazards to customers and staff that may occur in an active leisure environment</p> <p>2.4 Explain what is meant by the term ‘risk’</p> <p>2.5 Describe how an active leisure organisation assesses and manages risk</p> |
| <p>3. Understand the types of information required to plan physical play activities for children under 5</p> | <p>3.1 List the information which needs to be collected to enable the planning of physical play activities for children under 5, to include:</p> <ul style="list-style-type: none"> • child PARQ • parent/carer contact details • parent/carer consent • medical information <p>3.2 Describe the purpose of parent/carer consent</p> <p>3.3 Describe the Data Protection requirements when collecting participant information</p> <p>3.4 Identify reasons for temporary deferral</p> |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| <p>4. Understand how to plan inclusive physical play activities for children under 5</p> | <p>4.1 Describe the components of a physical play session to include:</p> <ul style="list-style-type: none"> • warm-up • main section • cool-down <p>4.2 Describe the benefits and motivators of physical play and exercise for children, to include:</p> <ul style="list-style-type: none"> • physiological • psychological • social • inclusion • equality • diversity <p>4.3 Identify potential barriers to participation</p> <p>4.4 Explain the role of physical play in child development</p> <p>4.5 Describe a range of activities which will help support physical development in children, to include:</p> <ul style="list-style-type: none"> • use of large muscles • use of small (fine movement) muscles • using hand/eye coordination <p>4.6 Describe how to encourage and support all children to participate in physical play</p> <p>4.7 Identify appropriate child to adult ratios when working with under 5's</p> <p>4.8 Explain the benefits of sharing information and experiences with colleagues</p> |
| <p>5. Understand how to create an inclusive physical play environment suitable for children under 5</p> | <p>5.1 Describe a range of equipment and resources that will engage children's interest at different ages and with different needs and abilities</p> <p>5.2 Explain how to create a stimulating inclusive environment which promotes equality and diversity</p> <p>5.3 Describe how to lay out equipment and resources to make the best use of space and help children gain access to play and learning activities</p> <p>5.4 Describe why it is important to regularly change the activity environment</p> |
| <p>6. Understand how to manage behaviour during a physical play activity session for children under 5</p> | <p>6.1 Describe how to use positive reinforcement to manage behaviour</p> <p>6.2 Describe a range of motivational techniques suitable for children under 5</p> <p>6.3 Describe how to manage expectations and achievement levels</p> <p>6.4 Explain the disciplinary procedures in place in your setting</p> <p>6.5 Describe how to manage disruptive behaviour</p> |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| 7. Be able to collect information for physical play activities for children under 5 | 7.1 Collect the information to enable the planning of physical play activities which promote equality and diversity for children under 5, to include <ul style="list-style-type: none"> • child PARQ • parent/carer contact details • parent/carer consent • medical information |
| 8. Be able to plan a physical play activity session for children under 5 | 8.1 Plan a physical play activity session which promotes inclusivity, equality and diversity for children under 5 8.2 Describe the rules and boundaries for the session appropriate to the age, needs and abilities of the children 8.3 Identify contingency plans (e.g. environment, activities) 8.4 Identify any special arrangements or adaptations to the planned session 8.5 Carry out a risk assessment for the planned activity session |
| Assessment | Worksheet Child PAR-Q Parent/carer consent Session plans Risk assessment |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 1. Understand how to provide and evaluate inclusive physical play activity sessions for under 5s | 1.1 Identify the equipment, resources and facilities for the planned activity session 1.2 Describe the principles of behaviour management appropriate for the activity session and age group 1.3 Identify any adaptations required for the planned activity session 1.4 Describe the importance of reviewing the safety and effectiveness of the session |
| 2. Be able to prepare for the physical play activity session | 2.1 Prepare the equipment, resources and facilities for the planned activity session 2.2 Ensure the environment is appropriate for the age and development stage of the children 2.3 Carry out a risk assessment and health and safety check of the environment and equipment |
| 3. Be able to deliver an inclusive physical play activity session for children under 5 | 3.1 Help children feel welcome and at ease 3.2 Follow the correct procedures for registering children's attendance 3.3 Provide appropriate activities and experiences according to the children's ages, needs and abilities 3.4 Work with children to apply rules and boundaries according to their age, needs and abilities 3.5 Give children opportunities to develop <ul style="list-style-type: none"> • gross motor skills • fine motor skills • hand/eye coordination 3.6 Use eye contact, body movement and voice effectively to encourage children's attention and participation 3.7 Communicate clearly, in ways that the children understand 3.8 Use motivational techniques appropriate to the age of the children 3.9 Encourage children to use different communication methods 3.10 Make use of different colours, music, sounds and equipment to create a stimulating and exciting environment |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 4. Be able to supervise the children during the physical play activity session | 4.1 Encourage and support all children to participate in physical play 4.2 Give children time and opportunities to practise physical skills 4.3 Encourage children to make choices and take decisions for themselves 4.4 Encourage children to take turns and consider others, promoting equality and diversity 4.5 Help children to recognise their own achievements |
| 5. Be able to bring the physical play activity session to an end | 5.1 Prepare the children to finish their activities 5.2 Provide a summary of the session to the children 5.3 Record and report on children's learning and achievement from the session 5.4 Provide feedback to the parents/carers 5.5 Oversee the children's safe departure from the activity session 5.6 Leave the equipment, resources and facilities in condition acceptable for future use |
| 6. Be able to evaluate the physical play activity session | 6.1 Review the safety and effectiveness of the session 6.2 Identify changes/adaptations that could be made to future sessions 6.3 Identify how to improve personal practice |
| Assessment | Summative observation Self-evaluation |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 1. Understand the principles of safeguarding and protecting children and young people | 1.1 Describe what is meant by safeguarding, protecting and promoting the welfare of children and young people 1.2 Identify the principles that underpin safeguarding and protecting children and young people 1.3 Describe best practice for safeguarding and protecting children and young people |
| 2. Understand how to implement key principles of safeguarding children and young people | 2.1 Describe how to communicate effectively with children and young people 2.2 Describe how to establish rapport and respectful relationships with children, young people, their families and carers 2.3 Describe how to ensure all children and young people are treated fairly 2.4 Describe how to implement duty of care in the safeguarding of children and young people |
| 3. Understand how to recognise indicators of child abuse and neglect | 3.1 Identify the different types of child abuse or neglect 3.2 Identify the indicators of child abuse or neglect 3.3 Explain how to be alert to potential indicators of child abuse or neglect 3.4 Explain how to be alert to risks which individual abusers, or potential abusers may pose to children and young people |
| 4. Understand how to respond to reports or suspicion of child abuse and neglect | 4.1 Describe the procedures to follow when concerned that a child or young person may be being abused 4.2 Describe the procedures to follow when concerned that someone may pose a risk to a child, young person or children generally 4.3 Explain the importance of sharing information regarding child abuse and neglect 4.4 Explain the importance of maintaining confidentiality in relation to child abuse and neglect 4.5 Describe the procedure to follow if a report of child abuse and/or neglect is made 4.6 Describe what to do when experiencing barriers to reporting child abuse and neglect. 4.7 Identify organisational policies and procedures for safeguarding and protecting children and young people |
| Assessment | Worksheet |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| 1. Understand child behaviours | 1.1 Describe the concept of nature and nurture 1.2 Identify different types of child behaviours 1.3 Describe how child behaviours are influenced by crisis according to Erikson 1.4 Summarise Bowlby's Secure Base and Attachment theories |
| 2. Understand how children learn | 2.1 Identify the stages of cognitive development 2.2 Describe a child's thought processes, to include: <ul style="list-style-type: none"> • lack of reversibility • centration • egocentric 2.3 Describe the major types of child learning, to include: <ul style="list-style-type: none"> • classical conditioning • operant conditioning • observational conditioning |
| 3. Understand how to influence child behaviour during activity sessions | 3.1 Describe a range of coaching techniques that can be used to manage child behaviour 3.2 Give examples of how to use coaching techniques during activity sessions for children with a range of learning types |
| 4. Understand a variety of behavioural disorders | 4.1 Identify a range of physical and behavioural disorders 4.2 Recognise the potential signs of behavioural disorders 4.3 Describe a range of coaching skills to manage behavioural disorders |
| 5. Understand how to manage child behaviour | 5.1 Describe how to manage expected vs. desired behaviour 5.2 Describe how to use behaviour modification techniques 5.3 Describe how to use positive intervention strategies 5.4 Describe strategies for dealing with individuals' inappropriate behaviour 5.5 Describe strategies for dealing with inappropriate group behaviour |
| Assessment | Worksheet |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| <p>1. Understand the principles of fitness</p> | <p>1.1 Define the components of total fitness, to include:</p> <ul style="list-style-type: none"> • physical fitness • mental and emotional fitness • medical fitness • nutritional fitness • social fitness <p>1.2 Define the concept of health</p> <p>1.3 Describe the components of health-related fitness, to include:</p> <ul style="list-style-type: none"> • cardiovascular fitness • muscular strength • muscular endurance • flexibility • body composition <p>1.4 Describe the components of skill-related fitness, to include:</p> <ul style="list-style-type: none"> • speed • power • reaction time • coordination • balance • agility <p>1.5 Describe the principles of training, to include:</p> <ul style="list-style-type: none"> • specificity • progression • overload • reversibility • type <p>1.6 Give examples of how a range of activities and environments can be adapted using the principles of training</p> |
| <p>2. Understand the health benefits of physical activity</p> | <p>2.1 Describe the physiological benefits of activity sessions</p> <p>2.2 Describe the psychological and social benefits of participating in activity sessions</p> |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 3. Understand the importance of healthy eating | 3.1 Describe the national food model/guide 3.2 Describe key healthy eating advice that underpins a healthy diet 3.3 Explain the importance of adequate hydration 3.4 Explain the dietary role of the key nutrients 3.5 Identify the common dietary sources of the key nutrients 3.6 Explain the health risks of poor nutrition |
| 4. Understand how to promote an active healthy lifestyle | 4.1 Describe the role of an activity leader 4.2 Describe how to promote the benefits of an active, healthy lifestyle, to include: <ul style="list-style-type: none"> • physical activity • healthy eating • lifestyle advice 4.3 Identify opportunities for individuals to participate in physical activities 4.4 Describe how to signpost individuals who wish to participate in physical activities 4.5 Describe potential barriers to participation 4.6 Identify strategies to overcome barriers and support individuals to enable participation and lifestyle change |
| Assessment | Worksheet Assignment |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| <p>1. Understand the health and safety requirements for activity sessions</p> | <p>1.1 Identify the types of hazards that can occur during activity sessions</p> <p>1.2 Describe the procedures for dealing with identified hazards</p> <p>1.3 Describe the importance of health screening prior to delivering an activity session</p> <p>1.4 State the levels of personal competence and the types of qualifications needed to lead specific activity sessions</p> <p>1.5 Describe the procedures that need to be put in place for dealing with emergencies in:</p> <ul style="list-style-type: none"> • the outdoors • within a leisure facility • within a privately hired facility |
| <p>2. Understand how to safeguard and protect children and vulnerable adults</p> | <p>2.1 Describe what is meant by safeguarding and protecting the welfare of children and vulnerable adults</p> <p>2.2 Describe own role and responsibilities for safeguarding and protecting children and other vulnerable people</p> <p>2.3 List the types of abuse</p> <p>2.4 Describe organisational policies and procedures in relation to safeguarding and protecting, including the reporting procedures</p> <p>2.5 Outline what to do if concerned about possible abuse</p> |
| <p>3. Understand how to plan activity sessions</p> | <p>3.1 Describe the components of an activity session, to include:</p> <ul style="list-style-type: none"> • warm-up activities • main activity • cool-down activities <p>3.2 Identify the factors which will affect the planning of an activity session</p> <p>3.3 Describe how to incorporate the rules and techniques required for the activity session</p> |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 4. Plan an activity session | 4.1 Describe the aims of the activity session 4.2 Describe the rules and/or techniques involved in activity sessions 4.3 Plan a safe and effective session, to include: <ul style="list-style-type: none"> • warm-up activities • main activity • cool-down activities 4.4 Describe the situations where you may have to put a contingency plan in place 4.5 Describe the importance of finding out about participants' previous experience 4.6 Describe specific circumstances when it would be necessary to intervene in the activity session |
| Assessment | Worksheet Health and safety checklist Session plan introduction Session plan |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 1. Be able to prepare for an activity session | 1.1 Prepare themselves for the activity session 1.2 Prepare the equipment and environment for the planned activity session 1.3 Carry-out pre-activity screening |
| 2. Be able to deliver a safe and effective activity session | 2.1 Describe the aims and content of the activity session 2.2 Explain the rules and techniques required for the activity session 2.3 Lead safe and effective warm-up activities 2.4 Lead a safe and effective main activity 2.5 Lead safe and effective cool-down activities |
| 3. Be able to manage participants during an activity session | 3.1 Communicate clearly with participants according to their needs 3.2 Motivate participants appropriately 3.3 Give clear and supportive feedback to participants 3.4 Gain feedback from participants about the activities 3.5 Respond appropriately to participant's feedback and questions about the activities 3.6 Demonstrate balancing the needs of individual participants with those of the group 3.7 Demonstrate how to reinforce safe and effective movement technique during the activity session |
| 4. Bring the activity session to an end | 4.1 Prepare the participants to finish their activities 4.2 Provide feedback to participants, to include: <ul style="list-style-type: none"> • feedback on performance • information on future sessions 4.3 Oversee participants' safe and orderly departure from the activity session 4.4 Leave equipment and facilities in an orderly fashion following an activity session |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 5. Be able to evaluate the activity session | 5.1 Review the safety and effectiveness of the session 5.2 Review how motivational the session was for the participants 5.3 Identify the changes/adaptations that could be made to the activity sessions 5.4 Complete an evaluation of the session 5.5 Prepare an action plan for improvement and/or progression of future sessions |
| Assessment | Summative observation Self-evaluation |

Optional group – Leisure operations

| | Unit | Unit accreditation number | Level | Credits |
|-----|---|---------------------------|-------|---------|
| 34. | Sport and active leisure facility cleanliness | K/507/1230 | 2 | 2 |
| 35. | Providing a reception service in a sport and leisure facility | M/507/1231 | 2 | 3 |
| 36. | Understand how to prepare environments for activity | T/507/1232 | 2 | 2 |
| 37. | Organising events in active leisure | A/507/1233 | 2 | 3 |
| 38. | Understand how to provide a safe pool environment | F/507/1234 | 2 | 3 |
| 39. | Organising children's parties | H/602/2683 | 2 | 3 |
| 40. | Safeguarding and protecting children and young people | T/506/6967 | 2 | 2 |
| 41. | Supporting equality and diversity | M/506/6966 | 2 | 2 |
| 42. | Food safety in catering | H/502/0132 | 2 | 1 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 1. Understand the importance of cleanliness in sport and active leisure facilities | 1.1 Explain why it is important to have high standards of cleanliness within sport and active leisure facilities 1.2 List the benefits of a good cleaning regime |
| 2. Understand how cleaning is carried out in an active leisure environment | 2.1 Describe how an active leisure facility maintains standards of cleanliness 2.2 List a range of cleaning substances used in sport and active leisure facilities, for example: <ul style="list-style-type: none"> • abrasive cleaners • acidic cleaners • alcohol • alkali cleaners • detergents • disinfectants • scouring powders • multi-purpose cleaners • soap • solvents • spot removers 2.3 Describe the principal uses and precautions for a range of cleaning substances, for example: <ul style="list-style-type: none"> • abrasive cleaners • acidic cleaners • alcohol • alkali cleaners • detergents • disinfectants • scouring powders • multi-purpose cleaners • soap • solvents • spot removers 2.4 Describe how to maintain the safety of customers and other staff when carrying out cleaning operations 2.5 Describe how to show courtesy and consideration to customers when carrying out cleaning operations |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| | 2.6 List the precautions that should be taken when using hazardous substances for cleaning operations 2.7 Describe the types of personal protective equipment that are necessary for certain cleaning operations in an active leisure environment and when they should be used 2.8 Describe the procedures for disposing of waste from cleaning operations |
| 3. Understand safe working practices relating to the Control of Substances Hazardous to Health (COSHH) Regulations | 3.1 Give examples of the types of substances included under COSHH 3.2 List the problems caused by hazardous substances 3.3 Define the requirements of employers and employees as stated in the COSHH Regulations 3.4 List the types of information provided in COSHH assessments 3.5 Describe why COSHH assessments are important |
| 4. Understand how to carry out effective cleaning routines in all areas of a sport and active leisure facility | 4.1 Describe the cleaning routines for a range of areas/ facilities found in a sport and active leisure facility, to include: <ul style="list-style-type: none"> • toilets • changing rooms • swimming pools • health suites (gyms and studios) • children's play areas and equipment • sports halls and squash courts • external areas 4.2 Explain the importance of safe storage and maintenance of cleaning equipment |
| 5. Understand how to deal with spillages, breakages and waste in a sport and active leisure facility | 5.1 Give examples of hazardous and non-hazardous waste in a sport and active leisure facility 5.2 Describe how to deal with different types of hazardous waste in a sport and active leisure facility 5.3 Describe how to dispose of different types of waste correctly 5.4 Give examples of how a sport and active leisure facility could deal with lost property |
| Assessment | Worksheet |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| <p>1. Understand how to welcome customers and visitors to a sport and active leisure facility</p> | <p>1.1 Describe the types of customers and visitors who come to the facility and why</p> <p>1.2 Describe a typical entry and exit procedure for customers and visitors</p> <p>1.3 Describe how to greet and welcome customers and visitors to a sport and active leisure facility</p> <p>1.4 Explain the importance of communicating any delay in dealing with a customer or visitor</p> <p>1.5 Describe why it is important to deal with customers' and visitors' individual needs</p> |
| <p>2. Understand how to communicate information on products and services to customers and visitors</p> | <p>2.1 Summarise the types of information which customers and visitors usually need</p> <p>2.2 List ways of providing information to customers and visitors in the reception area</p> <p>2.3 List the different types of staff information which should be held at reception</p> <p>2.4 Describe the importance of clearly presenting information, products and services</p> |
| <p>3. Understand how to take bookings or enrolments</p> | <p>3.1 Describe a typical booking/enrolment system used in a sport and active leisure facility</p> <p>3.2 List the advantages and disadvantages of computerised booking systems</p> <p>3.3 Describe the importance of checking that services are available for bookings and enrolments</p> <p>3.4 Describe how to check the availability of a product or service</p> <p>3.5 Identify the information which needs to be collected in order to process a booking or enrolment</p> <p>3.6 Explain how to process a booking or enrolment</p> |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 4. Be able to deal with telephone enquiries and take messages | 4.1 Describe a range of telephone answering protocols 4.2 Answer the telephone in an efficient and polite manner 4.3 Speak clearly, concisely and politely using speech and tone to create rapport 4.4 Listen actively to what the customer is saying and collect as much information as possible 4.5 Use questioning techniques to ensure full understanding of the enquiry 4.6 Give clear and concise information that meets customers' needs 4.7 Take a telephone message using a message pad |
| 5. Understand how to process payments in line with legal and statutory requirements | 5.1 Describe the legal and statutory requirements relating to The Sale of Goods Act 5.2 List the different methods of payment, to include: <ul style="list-style-type: none"> • cash • credit card • debit card • vouchers 5.3 Describe the importance of accurate cash handling 5.4 Describe ways of preventing payment fraud 5.5 Describe methods to ensure the security of cash and staff 5.6 Explain the importance of issuing receipts 5.7 Describe procedures for issuing refunds 5.8 Demonstrate how to account for payments and balance takings |
| Assessment | Worksheet Assignment Summative observation or witness testimony |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| <p>1. Understand the equipment and environments that need to be maintained in a sport and active leisure facility</p> | <p>1.1 Give examples of the following types of equipment used in a sport and active leisure facility:</p> <ul style="list-style-type: none"> • simple • complex • powered <p>1.2 Give examples of the different types of environments found in a sport and active leisure facility, to include:</p> <ul style="list-style-type: none"> • indoor • outdoor • swimming pools |
| <p>2. Understand the health and safety requirements for the equipment and environments used in a sport and active leisure facility</p> | <p>2.1 Explain why equipment and environments must be in a safe and serviceable condition</p> <p>2.2 Explain the purpose of risk assessments</p> <p>2.3 Give examples of health and safety issues relating to equipment and environments found in a sport and active leisure facility</p> <p>2.4 Describe safe handling techniques when working with equipment used for leisure activities</p> |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 3. Understand sports hall operations | 3.1 Identify the different layouts used for the following sports: <ul style="list-style-type: none"> • badminton • basketball • five-a-side football • indoor hockey • netball • short tennis • volleyball 3.2 Describe the ways of safely separating spaces for different uses in a sports hall 3.3 List the important checks to be made to sports hall equipment prior to use, to include: <ul style="list-style-type: none"> • fixtures • loose equipment • anchor points • high access • instructions for preparation and use 3.4 Describe the importance of correct lighting for sports hall activities 3.5 Describe the factors affecting spectating arrangements |
| 4. Know how to store, set up and take down equipment used in a sport and active leisure facility | 4.1 Describe how to check for damaged or missing parts when setting up or taking down equipment 4.2 Explain the procedures for reporting damage and maintaining safe equipment 4.3 Describe how to safely set up and take down a range of equipment, for example: <ul style="list-style-type: none"> • trampoline and associated safety equipment (spotting decks, mats and matting) • five-a-side football equipment • inflatable structures 4.4 Describe how to safely store a range of equipment 4.5 Explain the importance of safely storing a range of equipment |
| Assessment | Worksheet Task |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 1. Understand the different types of events run in an active leisure environment | 1.1 Describe the different types of events run in active leisure environments, e.g. sporting, social, fundraising, governance 1.2 Describe the risk assessments required for the different types of events 1.3 Identify the additional documentation required for the following events: <ul style="list-style-type: none"> • fundraising • educational visits • outdoor recreation |
| 2. Understand how to plan and promote an event | 2.1 Describe the roles and responsibilities of individuals needed to plan an event 2.2 Identify items that should be in an event plan, to include: <ul style="list-style-type: none"> • event aims • target group • number of expected participants • staffing requirements • event venue • equipment needs • refreshments and catering • costs and fees • contingencies 2.3 Describe methods that could be used to raise money for an event 2.4 Explain why a contingency plan is essential when planning events 2.5 Identify methods to promote an event |
| 3. Be able to plan and promote an event | 3.1 Plan an event in an active leisure environment 3.2 Produce a safety plan for an event 3.3 Plan the promotion of an event |
| 4. Know how to evaluate an event | 4.1 Explain the importance of evaluating an event 4.2 Identify methods of gaining feedback 4.3 Explain methods of evaluating the success of an event 4.4 Explain the importance of reviewing own performance in planning and promoting events |
| Assessment | Worksheet Assignment |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 1. Understand the responsibilities of pool operators to provide a safe pool environment | 1.1 Describe the pool operator’s legal responsibilities for providing a safe pool environment 1.2 State the ways in which pool operators can meet these legal requirements |
| 2. Understand the types of pools used in active leisure facilities | 2.1 List a range of pools used in the active leisure sector 2.2 Give examples of the main purpose of a range of pools used in the active leisure sector |
| 3. Understand how pool operators provide a safe pool environment | 3.1 Explain the reasons for disinfecting pools 3.2 Explain the requirements for supervising a range of pools 3.3 Describe the rules of behaviour for a pool environment and the reasons for these rules 3.4 Identify different methods of communicating with customers in a pool environment |
| 4. Know the tests needed to ensure pool water quality | 4.1 List the pool water tests required to ensure appropriate pool water quality 4.2 Know the frequency of pool water testing 4.3 List the reasons why it is essential to maintain accurate records of pool water tests |
| 5. Understand the chemicals used to maintain pool water quality | 5.1 List the chemicals used to maintain pool water quality 5.2 Explain the purpose of the chemicals used to maintain pool water quality |
| 6. Understand the risks involved in the storage and use of chemicals for the treatment of swimming pool water | 6.1 Identify the requirements for storage and handling of the chemicals used in the treatment of pool water 6.2 Explain the risks of incorrect storage, handling and use of chemicals used in the treatment of pool water |
| Assessment | Worksheet |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| 1. Understand how to plan a safe and effective children's party | 1.1 Explain how to plan timings for a children's birthday party 1.2 Explain the importance of having more games planned than required 1.3 Describe the considerations in relation to giving prizes 1.4 List suitable items to place into a party bag 1.5 Identify suitable party games for a variety of age groups 1.6 Describe how to manage competition between participating children 1.7 Describe ways to manage activities with a mixed age group |
| 2. Know how to include children with special needs in the party | 2.1 Describe how you would ensure all children take part in the party 2.2 Describe how to use assistants to help include children with special needs in the party 2.3 Describe ways of dealing with disruptive behaviour during a children's party |
| 3. Be able to plan a safe and effective children's party | 3.1 Plan a safe and effective children's party for a group of children |
| 4. Understand the importance of basic food hygiene | 4.1 Describe the process by which bacteria grows and multiplies 4.2 List the conditions required for bacterial growth 4.3 State why food should not be left out of the refrigerator overnight 4.4 Describe how to control the growth of bacteria in food 4.5 List safe ways of storing foods in a refrigerator 4.6 Describe how to control bacteria on work surfaces 4.7 List safe ways of destroying bacteria and controlling cross contamination |
| 5. Know the types of foods suitable for children's parties | 5.1 List suitable types of foods for children's parties |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 6. Understand how to review a children's party | 6.1 State who should be involved in the review process 6.2 Describe how to review a children's party, to include: <ul style="list-style-type: none"> • the enjoyment of the party • how effective the planned activities were • how well the activities were managed 6.3 Describe why it is important to identify ways in which future practice can be improved 6.4 Describe the importance of recording all aspects of your evaluation |
| Assessment | Worksheets Task |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 1. Understand the principles of safeguarding and protecting children and young people | 1.1 Describe what is meant by safeguarding, protecting and promoting the welfare of children and young people 1.2 Identify the principles that underpin safeguarding and protecting children and young people 1.3 Describe best practice for safeguarding and protecting children and young people |
| 2. Understand how to implement key principles of safeguarding children and young people | 2.1 Describe how to communicate effectively with children and young people 2.2 Describe how to establish rapport and respectful relationships with children, young people, their families and carers 2.3 Describe how to ensure all children and young people are treated fairly 2.4 Describe how to implement duty of care in the safeguarding of children and young people |
| 3. Understand how to recognise indicators of child abuse and neglect | 3.1 Identify the different types of child abuse or neglect 3.2 Identify the indicators of child abuse or neglect 3.3 Explain how to be alert to potential indicators of child abuse or neglect 3.4 Explain how to be alert to risks which individual abusers, or potential abusers may pose to children and young people |
| 4. Understand how to respond to reports or suspicion of child abuse and neglect | 4.1 Describe the procedures to follow when concerned that a child or young person may be being abused 4.2 Describe the procedures to follow when concerned that someone may pose a risk to a child, young person or children generally 4.3 Explain the importance of sharing information regarding child abuse and neglect 4.4 Explain the importance of maintaining confidentiality in relation to child abuse and neglect 4.5 Describe the procedure to follow if a report of child abuse and/or neglect is made 4.6 Describe what to do when experiencing barriers to reporting child abuse and neglect. 4.7 Identify organisational policies and procedures for safeguarding and protecting children and young people |
| Assessment | Worksheet |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 1. Know their rights and responsibilities under the anti-discrimination legislation | 1.1 Describe their rights and responsibilities under the anti-discrimination legislation 1.2 Outline the rights and responsibilities of employers under the anti-discrimination legislation 1.3 Describe the benefits of an equality and diversity policy |
| 2. Understand equality and diversity within their community | 2.1 Give an overview of the diversity of people within their local community 2.2 Describe ways in which people can be discriminated against 2.3 Explain the difference between direct and indirect discrimination 2.4 Provide examples of direct and indirect discrimination 2.5 Explain the term prejudice 2.6 Explain stereotyping and how it can affect: <ul style="list-style-type: none"> • individuals • groups 2.7 Explain why people stereotype 2.8 Give examples of how people stereotype 2.9 Explain how stereotyping puts people at a disadvantage 2.10 Describe incidents that would be classified as bullying or harassment 2.11 Explain how commitment to equality and diversity is demonstrated and promoted in the community |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 3. Understand how equality and diversity affects individuals and organisations | 3.1 List the advantages of working in an open and accepting workplace 3.2 Describe how people could be treated unfairly in the workplace as part of: <ul style="list-style-type: none"> • the recruitment process • promotion opportunities • job roles and associated benefits 3.3 Describe how people could be treated unfairly in the community 3.4 Describe the procedure for dealing with alleged remarks of racism 3.5 Explain the employer's responsibilities for equality and diversity 3.6 Explain the benefits of an equal and diverse: <ul style="list-style-type: none"> • workplace • community |
| 4. Understand how to support equality and diversity | 4.1 Describe how to establish rapport and respectful relationships with adults, children and young people in their local community 4.2 Give examples of how to work in a way that respects other's beliefs, needs and preferences and does not discriminate |
| Assessment | Worksheet |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 1. Understand how individuals can take personal responsibility for food safety | 1.1 Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour 1.2 Describe how to report food safety hazards 1.3 Outline the legal responsibilities of food handlers and food business operators |
| 2. Understand the importance of keeping him/herself clean and hygienic | 2.1 Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination 2.2 Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds |
| 3. Understand the importance of keeping the work areas clean and hygienic | 3.1 Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal 3.2 State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning 3.3 Outline the importance of pest control |
| 4. Understand the importance of keeping food safe | 4.1 State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards 4.2 Explain how to deal with food spoilage including recognition, reporting and disposal 4.3 Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food 4.4 Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food 4.5 Describe stock control procedures including deliveries, storage, date marking and stock rotation |
| Assessment | Multiple-choice theory exam |

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