



Learner
Achievement
Portfolio

Level 2 NVQ Diploma in Instructing Exercise and Fitness – GYM

Qualification
Accreditation Number:
500/9640/0
Version AIQ004479

Active iQ

Qualification Structure

Level 2 NVQ Diploma in Instructing Exercise and Fitness

NVQ Structure

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

Mandatory Units

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

Optional Units

Pathway A Gym

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

Pathway B Group Exercise to Music

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

Pathway C Aqua

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

Pathway D Exercise and Physical Activity for Children

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

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Personal details

Learner details

First Name: Surname:

Date of birth: Place of work:

Home address: Work address:

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Telephone No: Telephone No:.....

Mobile No: Fax No:

Email:

Work-based assessor details

First Name: Surname:

Address:

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Telephone No: Mobile No:

Email:

Introduction

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

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

What are NVQs?

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

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

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

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

Who is Involved?

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

How are NVQs Achieved?

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

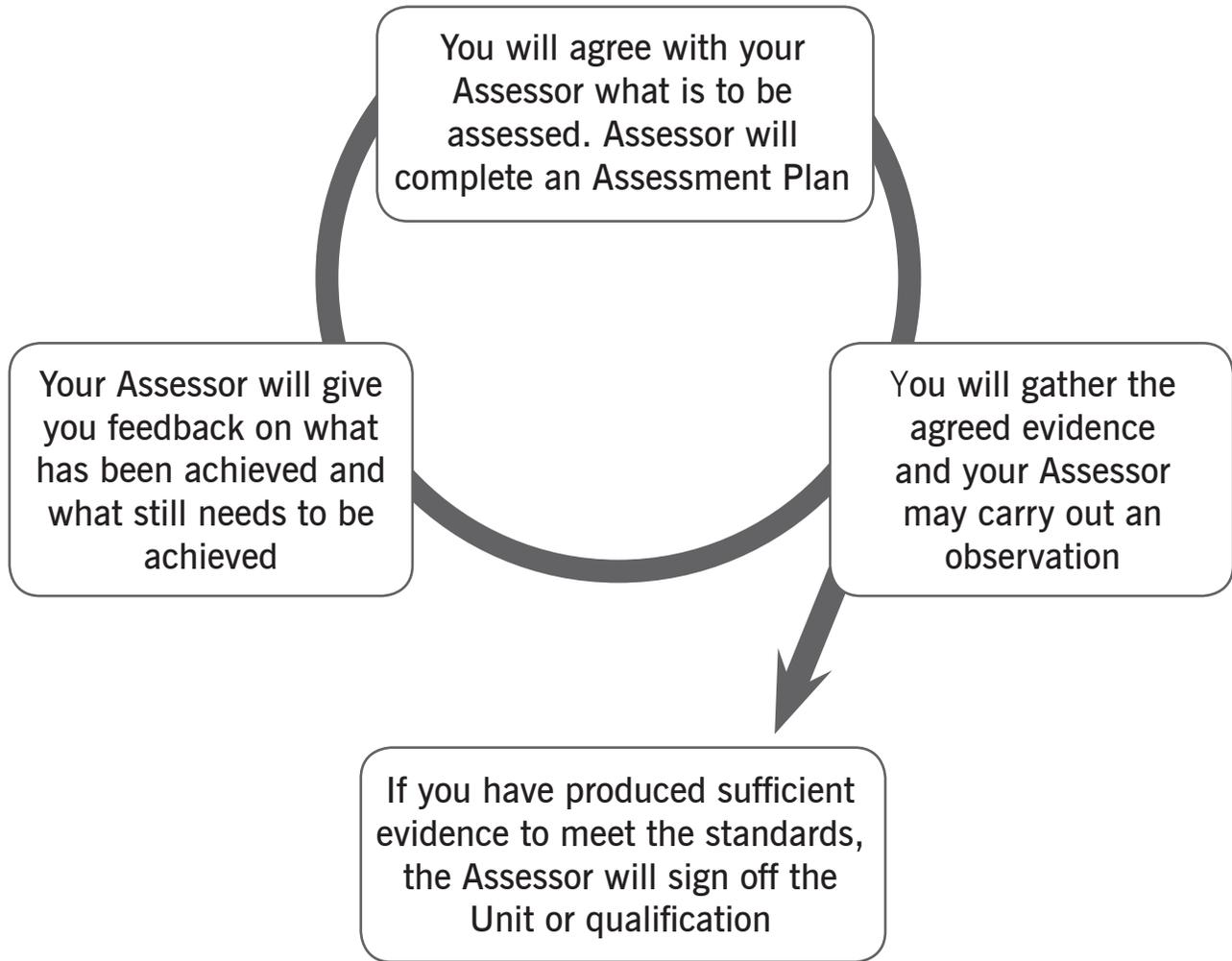
When you start the qualification, your work-based assessor will usually help you to:

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

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

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

Your Assessment should follow a cyclic process:



Methods of Assessment

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

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

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

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

Reliable – Does the evidence come from a reliable source?

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

Direct Observation

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

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

Examination of Product

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

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

Questioning

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

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

Professional Discussion

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

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

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

Witness Testimony

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

Simulation

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

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

Video or DVD and Audio Evidence

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

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

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

Audio

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

Past Experiences and Achievements which Contribute to Assessment Process

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

This could include:

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

Register of Exercise Professionals (REPS)

Code of Ethical Practice

Assessment of this qualification should be made in line with the REPs Code of Ethical Practice. Learners should be given a copy of the Code of Ethical Practice and should sign to say they fully understand and agree to abide by it. Any learner who does not follow the Code of Ethical Practice during an assessment should be referred.

Assessors should also follow the Code of Ethical Practice.

Register of Exercise Professionals (REPS)

Background

It is important to establish, publicise and maintain standards of ethical behaviour in fitness instructing practice, and to inform and protect members of the public and customers using the services of exercise professionals.

Physical activity and exercise can contribute positively to the development of individuals. It is a vehicle for physical, mental, personal, social and emotional development. Such development is enhanced if the individual is guided by an informed, thinking, caring and enlightened exercise professional operating within an accepted ethical framework as a self-monitoring professional.

The role of an exercise professional is to:

- Identify and meet the needs of individuals
- Improve performance or fitness through programmes of safe, effective and enjoyable exercise
- Create an environment in which individuals are motivated to maintain participation and improve performance or fitness
- Conform to ethical standards in a number of areas – humanity, relationships, co-operation, integrity, advertising, confidentiality and personal standards

This Code of Ethical Practice defines what is best in good practice for professionals in the fitness industry by reflecting on the core values of rights, relationships, responsibilities and standards. The term 'professional' is used in a qualitative context in this Code and does not necessarily imply a paid position or person. Exercise professionals who assent to this Code accept their responsibility to people who participate in exercise; to other fitness professionals and colleagues; to their respective fitness associations, professional bodies and institutes; to their employer; and to society.

Where required members must also hold adequate liability insurance.

There Are Four Principles To The Code

PRINCIPLE 1:

RIGHTS

'Exercise professionals will be respectful of their customers and of their rights as individuals'

Compliance with this principle requires exercise professionals to maintain a standard of professional conduct appropriate to their dealings with all client groups and to responsibly demonstrate:

- Respect for individual difference and diversity
- Good practice in challenging discrimination and unfairness
- Discretion in dealing with confidential client disclosure

PRINCIPLE 2:

RELATIONSHIPS

'Exercise professionals will nurture healthy relationships with their customers and other health professionals'

Compliance with this principle requires exercise professionals to develop and maintain a relationship with customers based on openness, honesty, mutual trust and respect and to responsibly demonstrate:

- Awareness of the requirement to place the customer's needs as a priority and promote their welfare and best interests first when planning an appropriate training programme
- Clarity in all forms of communication with customers, professional colleagues and medical practitioners, ensuring honesty, accuracy and cooperation when seeking agreements and avoiding misrepresentation or any conflict of interest arising between customers' and own professional obligations
- Integrity as an exercise professional and recognition of the position of trust dictated by that role, ensuring avoidance of any inappropriate behaviour in all customer relationships

PRINCIPLE 3:

PERSONAL RESPONSIBILITIES

'Exercise professionals will demonstrate and promote a clean and responsible lifestyle and conduct'

Compliance with this principle requires exercise professionals to conduct proper personal behaviour at all times and to responsibly demonstrate:

- The high standards of professional conduct appropriate to their dealings with all their client groups and which reflect the particular image and expectations relevant to the role of the exercise professional working in the fitness industry
- An understanding of their legal responsibilities and accountability when dealing with the public and awareness of the need for honesty and accuracy in substantiating their claims of authenticity when promoting their services in the public domain
- A responsible attitude to the care and safety of client participants within the training environment and in planned activities ensuring that both are appropriate to the needs of the clients
- An absolute duty of care to be aware of their working environment and to be able to deal with all reasonably foreseeable accidents and emergencies – and to protect themselves, their colleagues and clients

PRINCIPLE 4:

PROFESSIONAL STANDARDS

'Exercise professionals will seek to adopt the highest level of professional standards in their work and the development of their career'

Compliance with this principle requires exercise professionals to commit to the attainment of appropriate qualifications and ongoing training to responsibly demonstrate:

- Engagement in actively seeking to update knowledge and improve their professional skills in order to maintain a quality standard of service, reflecting on their own practice, identifying development needs and undertaking relevant development activities
- Willingness to accept responsibility and be accountable for professional decisions or actions, welcome evaluation of their work and recognise the need when appropriate to refer to another professional specialist
- A personal responsibility to maintain their own effectiveness and confine themselves to practice those activities for which their training and competence is recognised by the Register

Any alleged professional misconduct or avoidance of compliance with the terms of membership of the Register will be referred to the Professional Practice Committee which will consider any need for sanctions against an individual instructor, coach, trainer or teacher. The appropriate authority(ies) will deal with any criminal allegations.

For further details of the work of the Professional Practice Committee, to down-load versions of this Code, and details of liability insurance information please go to:
www.exerciseregister.org

Appeal Policy

Introduction

This policy is aimed at learners, who enrolled on or have taken an Active IQ approved qualification or unit. It sets out the process you should follow when submitting appeals to Active IQ and the process Active IQ will follow when responding to appeals.

Wherever possible we will try to resolve disputes before they reach an appeal stage. We will undertake an initial, informal assessment of all potential dispute information and write to you with details of our decision. If we are unable to resolve a dispute in this way the appeals process will be available for you. In all instances we will ensure that the person carrying out this initial assessment will not have a personal interest in the dispute.

Fees

We will charge a nominal fee of £50 to cover the administration and personnel costs involved in investigating an appeal if the appeal is not upheld. In the case of group appeals, the fee per learner will be reduced, depending on the number of learners, and if the appeal is upheld, the fee waived. Where such appeals are partially upheld, the fee will be proportionately waived.

Areas covered by the policy

This policy covers:

- Appeals from learners in relation to an assessment decision on the basis that Active IQ did not apply procedures consistently or that procedures were not followed properly and fairly
- Appeals from learners relating to an Active IQ decision to decline a centre's request to make reasonable adjustments or give special considerations
- Appeals from learners in relation to the application by Active IQ of a sanction/action on a centre resulting from a verification visit or an investigation into malpractice or maladministration or a decision to amend a learner/set of learners results following a malpractice or malpractice investigation
- Appeals if you believe we have not applied our procedures consistently or those procedures were not followed properly, consistently and fairly.

Process for raising an appeal

Learners who wish to appeal about their assessment results or about a related decision should either be supported by their centre and should have exhausted their centre's own appeals process before appealing to Active IQ. In the latter case, learners must provide Active IQ with evidence that they have first appealed to their centre. It's expected that learners will only appeal directly to Active IQ in exceptional circumstances.

Learners should complete the Appeals form at the end of this policy, which is also available on our website www.activeiq.co.uk or on request at the details stated in the 'contact us' section of this policy. Alternatively, you may submit your own report accompanied with documents and supporting evidence. Reports must include the following:

- Centre name, address and contact details
- Learner's name and Active IQ registration number
- Date(s) you received notification of Active IQ's decision
- Title and number of the Active IQ qualification affected or nature of service affected (if appropriate)
- Full nature of the appeal
- Contents and outcome of any investigation carried out by you relating to the issue
- Date of the report and your name and signature.

Formal appeal process

Upon receipt of all appeals Active IQ's Quality Assurance Director or Lead External Verifier will

acknowledge receipt of the appeal within 48 hours and aim to respond fully to the appeal within 20 days. Please note that in some cases the review processes may take longer, for example, if a centre visit is required. In such instances, we'll contact all parties concerned to inform them of the likely revised timescale. All appeal decisions will involve the following:

- An individual from Active IQ who has no personal interest in the decision being appealed
- At least one decision maker who is not an employee of Active IQ, be working as an assessor for us, or be otherwise connected to our organisation.
- All individuals involved in the appeal decisions must have the relevant competence to make a decision in relation to the appeal.

Following the review of the appeal, Active IQ will write to you giving details of our decision to either:

1. Amend our original decision in light of the new rationale/evidence being put forward which has been reviewed
2. To confirm Active IQ stands by its original decision and in doing so the rationale for this decision and request that you confirm, within 15 days, whether you now accept this decision or if wish to proceed to our independent review appeals process.

Independent review appeals process

If you decided to proceed to the independent appeal stage we will arrange for an independent review to be carried out. The independent reviewer must meet the following criteria:

- they will not be an employee of Active IQ, be working as an assessor for us, or be otherwise connected to our organisation.
- they must have the relevant competence to make a decision in relation to the appeal and will not have a personal interest in the decision being appealed.

The Independent Reviewer will review all the evidence which took place in the above stages and review if Active IQ applied its procedures fairly, appropriately and consistently in line with its policy. The independent review process may involve:

- a discussion with you and Active IQ personnel
- a request for further information from you or Active IQ personnel
- a centre visit by authorised Active IQ personnel.

The Independent Reviewer's decision is final in relation to how Active IQ will consider such appeals and we'll let you know the outcome of the review within 20 days of receipt of the independent appeal. If you are still unhappy with the outcome at this stage you are entitled to raise the matter with the relevant qualification regulator.

Successful appeals

In situations where an appeal has been successful Active IQ will give due consideration to the outcome and will, as appropriate, take actions such as:

- Amend the risk profile of the centre concerned
- Identify any other learners who have been affected correct or, where it cannot be corrected, mitigate as far as possible the effect of the failure (eg and amend the results for the learner(s) affected following an appropriate investigation)
- Review our associated processes and policies to ensure that the 'failure' does not occur again or mitigate the situation as far as possible if the failure that occurred cannot be corrected

We will also cooperate with any follow-up investigations required by the qualifications regulators and if appropriate agree any remedial action with them.

Contact us

If you've any queries about the contents of the policy, please contact our support team on:

E: info@activeiq.co.uk

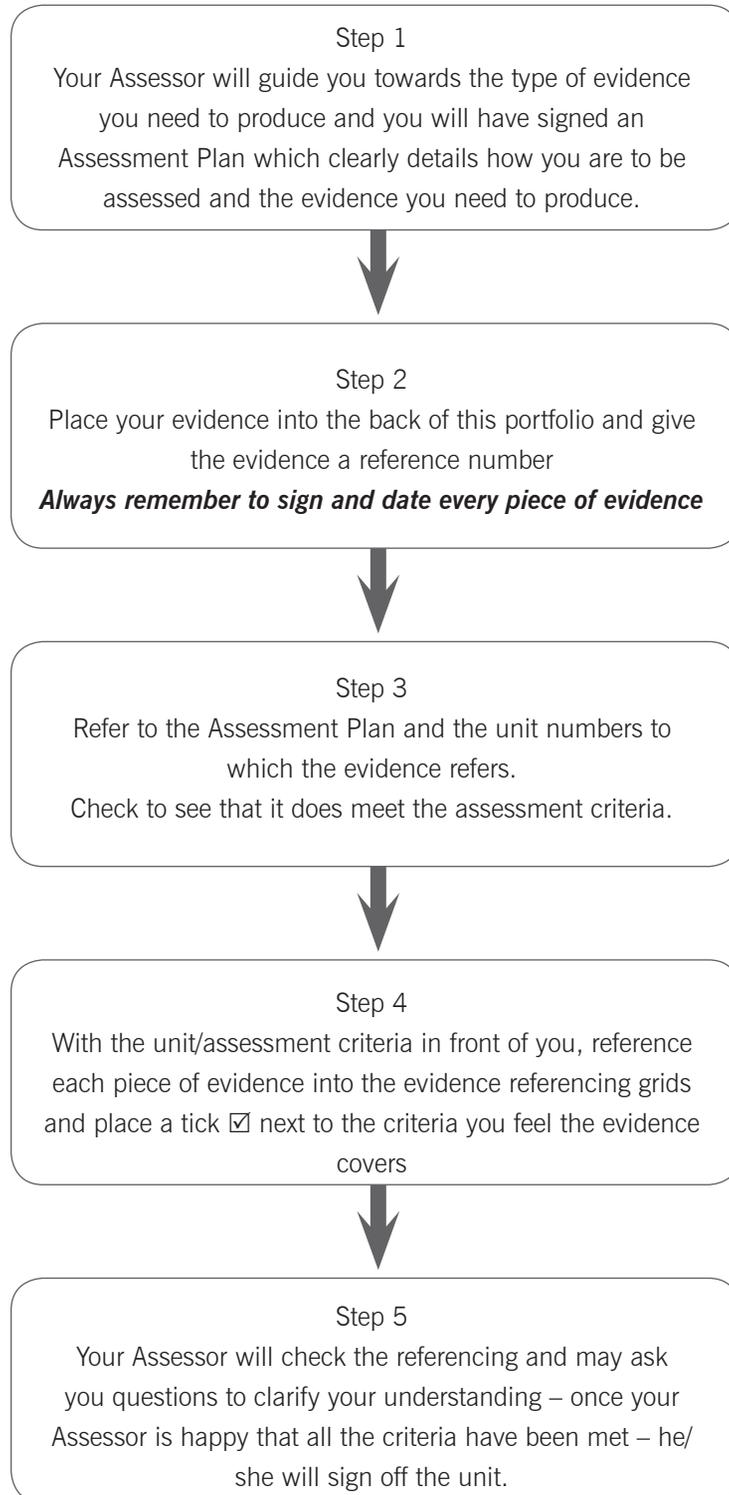
T: +44(0)1480 467950

Appeals Form

Centre No		Centre name	
Qualification Title or nature of the service that is the focus of the appeal/ enquiry			
The learner(s)' affected by the appeal or enquiry about a result (please state learner(s)' registration number)			
Learner No:		Learner name	
Learner No:		Learner name	
Learner No:		Learner name	
Learner No:		Learner name	
Learner No:		Learner name	
Learner No:		Learner name	
Nature and detail of the appeal/enquiry			
Supporting evidence is attached			Yes / No
If so, please specify			
Declaration: I am satisfied that the information provided is accurate and fully support the application.			
Head of centre/ Exams officer		Date	
Name (Please print)			
Signature			
For office use			

Building your Portfolio

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



Witness/Assessor Status List

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

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

Witness Status Key:

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

Record of Achievement

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

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

Assessment Documents

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

The documents included are:

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

Assessment Plan

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

Learner's signature:

Assessor's Signature:

Date:

Review and Action Plan

Learner Name	
Assessor Name	
Date of Actual Assessment	Time: Location:
Feedback on Progress Against the Planned Assessment	
Action Plan to Achieve Outstanding Assessment Criteria	

Learner's signature:

Assessor's Signature:

Date:

Assessor Report

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

What was Assessed	Assessment Criteria Covered

Learner's signature:

Date:

Assessor's signature:

Date:

Assessor Question Sheet

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

Questions Asked	Assessment Criteria Covered

Learner's signature:

Date:

Assessor's signature:

Date:

Master Evidence Index

Evidence Number	Description
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Mandatory Units

Title:	Anatomy and physiology for exercise			
Level:	2			
Credit value:	6			
Learning outcomes	Assessment criteria		Initial	Evidence Reference Number/s
The learner will:	The learner can:			
1. Understand the structure and function of the circulatory system	1.1 Identify the location of the heart			
	1.2 Describe the function of the heart			
	1.3 Describe the structure of the heart			
	1.4 Describe how blood moves through the four chambers of the heart			
	1.5 Describe systemic and pulmonary circulation			
	1.6 Describe the structure and functions of blood vessels			
	1.7 Define blood pressure			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>2. Understand the structure and function of the respiratory system</p>	<p>The learner can:</p> <p>2.1 Identify the location of the lungs</p> <p>2.2 Describe the function of the lungs</p> <p>2.3 Describe the structure of the lungs</p> <p>2.4 Identify the main muscles involved in breathing</p> <p>2.5 Describe the passage of air through the respiratory tract</p> <p>2.6 Describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Understand the structure and function of the skeleton</p>	<p>The learner can:</p> <p>3.1 Describe the basic functions of the skeleton</p> <p>3.2 Identify the structures of the axial skeleton</p> <p>3.3 Identify the structures of the appendicular skeleton</p> <p>3.4 Explain the classification of bones</p> <p>3.5 Explain the structure of long bone</p> <p>3.6 Explain the stages of bone growth</p> <p>3.7 Describe posture in terms of:</p> <ul style="list-style-type: none"> • curves of the spine • neutral spine alignment • potential ranges of motion of the spine • postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy 			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	The learner can:			
4. Understand joints in the skeleton	4.1 Describe the classification of joints 4.2 Describe the structure of synovial joints 4.3 Describe the types of synovial joints and their range of motion 4.4 Describe joint movement potential and joint actions			
5. Understand the muscular system	5.1 Identify the three types of muscle tissue 5.2 Define the characteristics and functions of the three types of muscle tissue 5.3 Describe the basic structure of skeletal muscle 5.4 Name and locate the anterior skeletal muscles 5.5 Name and locate the posterior skeletal muscles 5.6 Describe the structure and function of the pelvic floor muscles 5.7 Describe the different types of muscle action 5.8 Identify the joint actions brought about by specific muscle group contractions 5.9 Identify skeletal muscle fibre types and their characteristics			

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

Assessor feedback

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

Assessor's signature:

Date:

IV's signature:

Date:

Title:	Principles of exercise, fitness and health			
Level:	2			
Credit value:	4			
Learning outcomes	Assessment criteria			
The learner will:	The learner can:	✓	Initial	Evidence Reference Number/s
1. Understand the effects of exercise on the body	1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training			
	1.2 Identify the short and long term effects of exercise on blood pressure			
	1.3 Describe the “blood pooling” effect following exercise			
	1.4 Describe the effects of exercise on bones and joints including the significance of weight-bearing exercise			
	1.5 Describe delayed onset of muscle soreness (DOMS)			
	1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness			
	1.7 Describe the short and long term effects of different types of exercise on muscle			
	1.8 Describe different exercises that can improve posture			
2. Understand the components of fitness	2.1 Define the components of health-related fitness			
	2.2 Define the components of skill-related fitness			
	2.3 Identify the factors that affect health and skill-related fitness			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Understand how to apply the principles and variables of fitness to an exercise programme</p>	<p>The learner can:</p> <p>3.1 Describe the physiological implications of:</p> <ul style="list-style-type: none"> • specificity • progressive overload • reversibility • adaptability • individuality • recovery time <p>3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type)</p> <p>3.3 Explain the principles of a progressive training programme in developing components of fitness</p> <p>3.4 Explain how to recognise when and how to regress a training programme</p>			

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

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

Assessor feedback

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

Assessor's signature:

Date:

IV's signature:

Date:

Title:		Promote health, safety and welfare in active leisure and recreation		
Level:		2		
Credit value:		4		
Learning outcomes		Assessment criteria		
The learner will:		The learner can:		
<p>1. Know how to promote health, safety and welfare in active leisure and recreation</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 	<p>1.1 List the values or codes of practice relevant to the work being carried out</p> <p>1.2 Describe the requirements for health, safety and welfare relevant to own work, including Health and Safety at Work Act and requirements from relevant National Governing Bodies</p> <p>1.3 Identify manufacturers' guidelines and instructions for the use of facilities and equipment</p> <p>1.4 Describe why health, safety and welfare are important in an active leisure and recreation environment</p> <p>1.5 Identify the persons responsible for health and safety in own workplace</p> <p>1.6 Outline own organisation's security procedures</p>	✓		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	The learner can:			
	2.4 Describe how to carry out basic risk assessments of the types of hazards that may occur			
	2.5 Describe why it is important to get advice from a relevant colleague if unsure about hazards and risks in own workplace			
	2.6 Identify who to ask if unsure about hazards and risks in own workplace			
	2.7 Describe how to deal correctly with the types of hazards that may occur in own workplace, taking account of risks			
	2.8 Identify documents relating to health and safety which may have to be completed			
	2.9 Outline how to complete health and safety documents correctly			
	2.10 Outline why colleagues and customers should be encouraged to behave in a safe manner			
	2.11 Describe how to encourage colleagues and customers to behave in a safe manner			
	2.12 Outline why it is important to make suggestions about health and safety issues			
	2.13 Describe how to make suggestions about health and safety issues			
	2.14 Outline why it is important to identify and report any differences between health and safety requirements and own workplace policies and procedures			
	2.15 Describe how to identify and report any differences between health and safety requirements and own workplace policies and procedure			

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

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

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

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

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

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	condition 1 minor injury that can be dealt with on-site 2 minor illness that can be dealt with on-site 3 major injury requiring medical attention 4 major illness requiring medical attention 5 emotional distress 7.4 Provide reassurance and comfort to the people involved 7.5 Give the qualified assistance clear and accurate information about what happened 1 qualified first aider 2 emergency services 7.6 Follow the relevant accident reporting procedures			
8. Know how to follow emergency procedures This learning outcome can be assessed by: <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 	8.1 Describe the emergency procedures in own place of work 8.2 Outline what instructions must be given to the people involved 8.3 Outline organisational reporting procedures for emergencies 8.4 Describe the types of problems that may occur when carrying out emergency procedures 8.5 Describe why problems that occur when carrying out emergency procedures should be reported 8.6 Identify to whom you report problems			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>9. Be able to follow emergency procedures</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is promoting health, safety and welfare in active leisure and recreation</p> <p>When following emergency procedures, the learner must cover 2 of the following types:</p> <p>a people involved</p> <ol style="list-style-type: none"> 1. adults 2. children 3. people with disabilities 	<p>The learner can:</p> <p>9.1 Give the people involved clear and correct instructions</p> <p>9.2 Carry out own role in the emergency procedures calmly and correctly</p> <p>9.3 Maintain the safety of the people involved</p> <ol style="list-style-type: none"> 1 adults 2 children 3 people with disabilities <p>9.4 Follow the correct procedures for reporting the emergency</p> <p>9.5 Report any problems with the emergency procedures to the relevant colleague</p>			
Evidence of real work activity				
There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.				
Simulation				
Simulation is allowed for 5.3, 5.4 and 5.5 and the whole of learning outcomes 7 and 9 only, if there is no naturally occurring evidence available.				
Use of supplementary evidence				
Supplementary evidence should only be used for items that do not require evidence of real work activity.				

Assessor feedback

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

Assessor's signature:

Date:

IV's signature:

Date:

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

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>2. Be able to establish and maintain an effective relationship with clients</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is working with clients to help them to adhere to exercise and physical activity.</p> <p>When establishing and maintaining an effective relationship with clients the learner must cover 1 of the following types:</p> <p>a clients</p> <ol style="list-style-type: none"> 1. individuals 2. groups 	<p>The learner can:</p> <ol style="list-style-type: none"> 1.14 Identify the difference between advising on exercise participation and everyday lifestyle physical activity 2.1 Present a positive image of self and organisation to clients <ol style="list-style-type: none"> 1 individuals 2 groups 2.2 Establish an effective working relationship with clients <ol style="list-style-type: none"> 1 individuals 2 groups 2.3 Clearly define own role and responsibilities with clients <ol style="list-style-type: none"> 1 individuals 2 groups 2.4 Communicate clearly with clients in a way that makes them feel valued <ol style="list-style-type: none"> 1 individuals 2 groups 2.5 Use communication and instructing styles that match clients needs <ol style="list-style-type: none"> 1 individuals 2 groups 	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>2.6 Maintain a relationship with clients which is in line with good practice and ethical requirements</p> <p>1 individuals</p> <p>2 groups</p> <p>2.7 Maintain confidentiality requirements in line with good practice</p>			
<p>3. Understand how to motivate and support clients to adhere to exercise and physical activity</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 	<p>3.1 Describe the typical goals and expectations that clients have</p> <p>3.2 Describe the types of barriers individual clients may face when undertaking physical activity and achieving their goals</p> <p>3.3 Describe how clients can be helped to identify and overcome these barriers</p> <p>3.4 Describe the types of incentives and rewards that may be appropriate to a range of different clients</p> <p>3.5 Describe the types of exercise preferences that different clients may have</p> <p>3.6 Explain why clients need to understand their own responsibility for personal motivation and fitness and how they can be assisted with this</p> <p>3.7 Outline the communication skills needed to assist clients with motivation:</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	The learner can:			
	<ul style="list-style-type: none"> how to ask open ended questions 			
	<ul style="list-style-type: none"> basic listening skills 			
	<ul style="list-style-type: none"> methods of gathering personal information 			
	<ul style="list-style-type: none"> appropriate questioning techniques 			
	<ul style="list-style-type: none"> interpreting client responses including body language and other forms of behaviour, especially when undertaking physical activity 			
	<ul style="list-style-type: none"> means of summarising gathered information 			
	3.8 Describe the health benefits of regular physical exercise			
	3.9 Define the amount of physical activity required to achieve health benefits			
	3.10 Outline the range of different types of physical activity			
	3.11 Describe how to assist clients to develop their own motivational strategy			

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

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	The learner can:			
	1 individuals			
	2 groups			
	4.5 Provide the clients with accurate information about the recommended amount of physical activity for them to derive health benefits			
	1 individuals			
	2 groups			
	4.6 Clearly inform the clients about other opportunities for regular physical activity appropriate to their needs, abilities and preferences			
	1 individuals			
	2 groups			
	4.7 Work with the clients to reduce the barriers to taking part in physical activity			
	1 individuals			
	2 groups			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	The learner can:			
	4.8 Work with the clients to make best use of incentives, preferences and rewards			
	1 individuals			
	2 groups			
	4.9 Help the clients to develop and follow through their own motivational strategies			
	1 individuals			
	2 groups			
5. Understand how to provide ongoing customer service to clients	5.1 Describe the importance of client care both to the client and the organisation			
This learning outcome can be assessed by:	5.2 Explain why it is important to deal effectively with client needs			
• professional discussion	5.3 Outline the types of information which clients need			
• oral questions and answers	5.4 Outline how to respond to requests according to the organisation's procedures			
• questions requiring written answers	5.5 Identify where to source relevant information to meet clients needs			
	5.6 Outline what types of issues may need to be referred to another professional, when to refer them and who this professional may be in different situations			
	5.7 State the importance of explaining any delay in dealing with clients and describe how to do so effectively			

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

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	The learner can:			
	6.6 Meet clients' needs and expectations to the best of own ability and in line with accepted good practice			
	1 individuals			
	2 groups			
	6.7 If clients' needs and expectations are beyond own level of competence, consult another professional			
	1 individuals			
	2 groups			
	6.8 Provide the clients with clear information and advice when they need it			
	1 individuals			
	2 groups			
	6.9 Find out how well solutions work and provide alternative guidance if necessary			
	6.10 Handle client complaints positively following agreed procedures			
	1 individuals			
	2 groups			

<p>Evidence of real work activity</p> <p>There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.</p>
<p>Simulation</p> <p>Simulation is allowed for 7.7 and 7.10, if there is no naturally occurring evidence available.</p>
<p>Use of supplementary evidence</p> <p>Supplementary evidence should only be used for items that do not require evidence of real work activity.</p>

Assessor feedback

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

Assessor's signature:

Date:

IV's signature:

Date:

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

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Be able to reflect on own professional practice</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is reflecting on and developing own practice in providing exercise and physical activity.</p> <p>When reflecting on own professional practice the learner must cover 1 of the following types:</p> <p>a clients</p> <ol style="list-style-type: none"> 1. individuals 2. groups 	<p>The learner can:</p> <p>2.5 Identify key lessons and how to make use of these in future professional practice</p> <p>2.6 Outline the importance of discussing ideas with another professional</p> <p>3.1 Review the outcomes of working with clients, their feedback and feedback from other staff</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>3.2 Identify:</p> <ul style="list-style-type: none"> • how effective physical activities were • how effective and motivational the relationship with the client was <ol style="list-style-type: none"> 1 individuals 2 groups <ul style="list-style-type: none"> • how well the professional codes of ethics were implemented when working with clients <ol style="list-style-type: none"> 1 individuals 2 groups 			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	The learner can:			
<p>4. Understand how to improve own professional practice and career opportunities</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers 	<ul style="list-style-type: none"> how well the instructing style adopted matched clients' needs 			
	1 individuals			
	2 groups			
	<ul style="list-style-type: none"> how well the clients' exercise, including their health, safety and welfare were managed 			
	1 individuals			
	2 groups			
	<ul style="list-style-type: none"> the effectiveness of interacting and working with other members of staff 			
	3.3 Identify ways in which future practice can be improved			
	3.4 Discuss ideas with another professional and take account of their views			
	4.1 Identify how often professional practice should be reviewed			
	4.2 Outline how to access information on developments in exercise and physical activity			
	4.3 Identify areas in which further development in own professional practice is required			
4.4 Describe the importance of having a personal action plan in place for own development				
4.5 Outline the types of development activities that are available and how they can be accessed				
4.6 Describe the importance of regularly reviewing and updating own personal action plan				

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

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	The learner can:			
	1 planning exercise			
	2 instructing exercise			
	3 observing and supporting clients			
	4 use of resources			
	5 communicating with clients			
	6 motivating clients			
	5.5 Take part in relevant development activities as part of the personal action plan			
	5.6 Review own progress in developing professional practice and career prospects and update the personal action plan accordingly			
	1 planning exercise			
	2 instructing exercise			
	3 observing and supporting clients			
	4 use of resources			
	5 communicating with clients			
	6 motivating clients			
Evidence of real work activity				
There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work.				
Simulation				
Simulation is not allowed for this unit.				
Use of supplementary evidence				
Supplementary evidence should only be used for items that do not require evidence of real work activity.				

Assessor feedback

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

Assessor's signature:

Date:

IV's signature:

Date:

Optional Units

Title:	Plan and prepare gym-based exercise			
Level:	2			
Credit value:	9			
Learning outcomes	Assessment criteria			
The learner will:		Initial	Evidence Reference Number/s	
1. Know how to plan and prepare gym-based exercise				
This learning outcome can be assessed by:				
<ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers 				
The learner can:				
1.1 Explain the importance of careful and thorough planning and preparation for physical activity				
1.2 Outline the needs and potential of the clients including reasons for and barriers to participation in the activity				
1.3 Describe how to motivate clients to take part in exercise				
1.4 Describe exercises that are safe and appropriate for clients including alternatives to potentially harmful exercises				
1.5 Identify safe and effective alignment of exercise positions				
1.6 Describe how to plan to use a range of cardiovascular and resistance machines including free weights (barbells, dumbbells, collars, benches)				

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

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Be able to collect and analyse relevant information</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is planning and preparing gym-based exercise.</p> <p>When collecting and analysing relevant information the learner must cover 5 of the following types:</p> <p>a information</p> <ol style="list-style-type: none"> 1. personal goals 2. lifestyle 3. medical history 4. physical activity history 5. physical activity preferences <p>with 3 of the following types:</p> <p>b methods</p> <ol style="list-style-type: none"> 1. interview 2. questionnaire 3. observation 4. physical measurements <p>with 2 of the following types:</p> <p>c clients</p> <ol style="list-style-type: none"> 1. individuals 2. groups 	<p>The learner can:</p> <p>3.1 Collect the information needed to plan gym-based exercise</p> <ol style="list-style-type: none"> 1 personal goals 2 lifestyle 3 medical history 4 physical activity history 5 physical activity preferences <p>Using the following methods</p> <ol style="list-style-type: none"> 1 interview 2 questionnaire 3 observation 4 physical measurements 			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>with 4 of the following types:</p> <p>d exercise to develop</p> <ol style="list-style-type: none"> 1. cardiovascular fitness 2. muscular fitness 3. flexibility 4. motor skills 	<p>The learner can:</p> <p>3.2 Ensure the information is accurate and up-to-date</p> <ol style="list-style-type: none"> 1 personal goals 2 lifestyle 3 medical history 4 physical activity history 5 physical activity preferences <p>3.3 Analyse the information and identify the implications for gym-based exercise information</p> <ol style="list-style-type: none"> 1 personal goals 2 lifestyle 3 medical history 4 physical activity history 5 physical activity preferences 	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
The learner will:	<p>The learner can:</p> <p>exercise to develop</p> <p>1 cardiovascular fitness</p> <p>2 muscular fitness</p> <p>3 flexibility</p> <p>4 motor skills</p> <p>3.4 Refer any clients whose needs and potential cannot be met to another professional</p> <p>1 individuals</p> <p>2 groups</p> <p>3.5 Maintain client confidentiality in line with good practice procedures</p> <p>1 individuals</p> <p>2 groups</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>4. Know how to plan a safe and effective gym-based exercise programme with clients</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 	<p>The learner can:</p> <p>4.1 Explain how to identify and agree objectives for a programme based on collected information</p> <p>4.2 Describe how to use a range of equipment to achieve the clients' goals</p> <p>4.3 Outline the health and environmental factors which can influence safety and group/individual working space</p> <p>4.4 Describe why it is important to agree goals with clients</p> <p>4.5 Describe how to record plans in the required format</p> <p>4.6 Outline risk assessment/management procedures</p> <p>4.7 Explain the consequences of failing to manage health and safety</p>			
<p>5. Be able to plan a safe and effective gym-based exercise programme with clients</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is planning and preparing gym-based exercise.</p>	<p>5.1 Identify and agree objectives that are appropriate to:</p> <ul style="list-style-type: none"> • the needs and potential of participants • accepted good practice in the industry • own level of competence <p>objectives</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>When planning a safe and effective gym-based exercise programme with clients the learner must cover 4 of the following types:</p> <p>a objectives</p> <ol style="list-style-type: none"> 1. improve fitness 2. improve motivation 3. address barriers to participation 4. improve skills and techniques 5. improve health 6. fun and enjoyment <p>with 2 of the following types:</p> <p>b clients</p> <ol style="list-style-type: none"> 1. individuals 2. groups <p>with 4 of the following types:</p> <p>c exercise to develop</p> <ol style="list-style-type: none"> 1. cardiovascular fitness 2. muscular fitness 3. flexibility 4. motor skills <p>with 3 of the following types:</p> <p>d hazards, relating to</p> <ol style="list-style-type: none"> 1. the client 2. activities planned with the client 3. other activities happening at the same time 	<p>The learner can:</p> <ol style="list-style-type: none"> 1 improve fitness 2 improve motivation 3 address barriers to participation 4 improve skills and techniques 5 improve health 6 fun and enjoyment <p>5.2 Plan and agree a programme of gym-based exercise with clients to achieve planned objectives</p> <p>exercise to develop</p> <ol style="list-style-type: none"> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skills 	<p>✓</p>	<p>Initial</p>	<p>Evidence Reference Number/s</p>

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
	<p>clients</p> <p>1 individuals</p> <p>2 groups</p> <p>5.3 Identify any hazards and assess the risk of these hazards actually causing harm</p> <p>hazards, relating to</p> <p>1 the client</p> <p>2 activities planned with the client</p> <p>3 other activities happening at the same time</p> <p>5.4 Plan how to minimise identified risks with clients</p> <p>1 individuals</p> <p>2 groups</p> <p>5.5 Get advice from another professional if there are any objectives, exercises or hazards beyond own level of competence</p> <p>5.6 Agree realistic timings and sequences for exercise</p> <p>5.7 Record plans in the appropriate format</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Know how to prepare self and equipment for a gym-based exercise programme</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 	<p>The learner can:</p> <p>6.1 Outline the organisation's guidelines for replacement of equipment</p> <p>6.2 Outline the manufacturers' guidelines for the checking and maintenance of cardiovascular and resistance training machines</p> <p>6.3 Describe how to prepare a range of cardiovascular, resistance machines and free weights for use including weights, barbells, dumbbells, collars, benches and protective floor/mats</p> <p>6.4 Describe how to safely store free weight equipment</p> <p>6.5 Identify what to look for when checking equipment</p> <p>6.6 Describe safe manual handling techniques</p> <p>6.7 Describe the importance of health and safety in the facility and paying close attention to possible hazards</p> <p>6.8 Outline the types of hazards that may occur in the facility and how to identify and deal with these</p> <p>6.9 Describe reporting procedures for health and safety</p> <p>6.10 Explain how to ensure an instructor is fully prepared to instruct gym-based exercise</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>7. Be able to prepare self and equipment for a gym-based exercise programme</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is planning and preparing gym-based exercise.</p> <p>When preparing self and equipment for a gym-based exercise programme the learner must cover 4 of the following types:</p> <p>a equipment</p> <ol style="list-style-type: none"> 1. to develop cardiovascular fitness 2. to develop muscular fitness 3. to develop flexibility 4. to develop motor skills <p>with 2 of the following types:</p> <p>b clients</p> <ol style="list-style-type: none"> 1. individuals 2. groups 	<p>The learner can:</p> <p>7.1 Identify and select the correct equipment for the programme</p> <ol style="list-style-type: none"> 1 to develop cardiovascular fitness 2 to develop muscular fitness 3 to develop flexibility 4 to develop motor skills <p>7.2 Check the equipment is in safe working order</p> <ol style="list-style-type: none"> 1 to develop cardiovascular fitness 2 to develop muscular fitness 3 to develop flexibility 4 to develop motor skills <p>7.3 Lift and handle the equipment in a way that prevents injury and damage</p> <ol style="list-style-type: none"> 1 to develop cardiovascular fitness 2 to develop muscular fitness 3 to develop flexibility 4 to develop motor skills 	<p>✓</p>	<p></p>	<p></p>

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>7.4 Ensure there is sufficient space for safe exercise performance</p> <p>7.5 Ensure there is sufficient equipment for the clients</p> <p>1 individuals</p> <p>2 groups</p> <p>7.6 Follow the correct procedures for checking equipment and dealing with any items that are unsafe</p> <p>1 to develop cardiovascular fitness</p> <p>2 to develop muscular fitness</p> <p>3 to develop flexibility</p> <p>4 to develop motor skills</p> <p>7.7 Leave the environment in a condition acceptable for future use</p> <p>7.8 Refer any health, safety or welfare issues to do with equipment to an appropriate person</p> <p>7.9 Be fully prepared to supervise the programme</p>			

Evidence of real work activity

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

There must be evidence that the learner has carried out appropriate screening (e.g. use of the PAR-Q and informed consent) and taken physical measurements to include height, weight and a record of BMI.

The learner should demonstrate the ability to provide sensitive feedback and any relevant healthy lifestyle advice to clients (within the limits of their knowledge and competence) based on collected information and test results/norms'.

There must be evidence that the learner has planned a safe and effective warm-up and cool-down.

There must be evidence that the learner has planned a gym-based programme by applying the principles and variables of fitness to a range of activities to meet identified client goals and/or to achieve general fitness and health gains.

There must be evidence that the learner has planned for participants to use a minimum of **three** of the following types of cardiovascular equipment:

- Upright cycle
- Recumbent cycle
- Treadmill
- Stepper
- Rowing machine
- Elliptical trainer
- Cross trainer

Learners must show they have planned for a minimum of **three** Body Weight exercises and a minimum of **four** exercises from each of the following:

- Resistance machine lifts (Please see Table 1)
- Free weight lifts (Please see Table 1)

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

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

Simulation

Simulation is allowed for 3.4, 5.5 and 7.8, if there is no naturally occurring evidence available.

Use of supplementary evidence

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

Assessor feedback

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

Assessor's signature:

Date:

IV's signature:

Date:

Table 1

Joint / Movement	Resistance Machine	Free Weight	Body Weight
Shoulder flexion	Seated chest press (neutral grip)	Front raise (DB)	
Shoulder extension	Seated row (low pulley) Seated row (neutral grip)	Single arm row Bent arm pullover (DB)	
Shoulder abduction	Shoulder press	Shoulder press (DB) Lateral raise (DB) Upright row (BB)	
Shoulder adduction	Lat pull down (in front of chest) Assisted pull up		Chins
Shoulder horizontal flexion	Bench press Seated chest press (BB grip) Pec dec	Bench press Flyes (DB)	Press up
Shoulder horizontal extension	Seated row (BB grip)	Prone flye (DB)	
Elbow extension	Triceps pushdown (high pulley) Tricep press	Supine Triceps press (BB) Single arm Triceps press (DB)	Press up
Elbow flexion	Biceps curl (low pulley) Seated bicep curl	Biceps curl (BB) (DB)	
Hip extension	Leg press Total hip	Lunge (BB, DB optional) Dead lift (BB) (DB)	Lunge
Hip adduction	Seated adductor Total hip		
Hip abduction	Seated abductor Total hip		
Knee extension	Seated knee extension Leg press	Lunge Dead lift (BB) (DB) Squat (DB) (BB)	Lunge Squat
Knee flexion	Lying thigh curl Seated thigh curl		
Trunk flexion	Abdominal machine		Abdominal curl
Spinal extension	Lower back machine	Dead lift (BB) (DB)	Back raise

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Exercise Requirement Checklist CV

There must be evidence that the learner has planned and instructed for participants to use a minimum of **three** of the following types of cardiovascular equipment:

Equipment	Planned	Date	Assessor	Instructed	Work Based	Date	Assessor
Upright Bike	✓			✓	✓		
Rower							
Treadmill							
Stepper							
Cross Trainer							
Elliptical trainer							
Recumbent Bike							

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Exercise Requirement Checklist Resistance Equipment

Learners must show they have planned and instructed for a minimum of four exercises from the following:

Equipment	Planned ✓	Date	Assessor	Instructed ✓	Work Based ✓	Date	Assessor
Seated chest press (neutral grip)							
Low Pulley Row							
Seated Row (neutral grip)							
Shoulder Press							
Lat pull down							
Bench Press							
Seated Chest Press (BB grip)							
Pec Dec							
Seated Row (BB grip)							
Tricep Push down (high pulley)							

Equipment	Planned ✓	Date	Assessor	Instructed ✓	Work Based ✓	Date	Assessor
Tricep Press							
Bicep Curl (low pulley)							
Seated Bicep Curl							
Leg Press							
Total Hip (hip extension)							
Seated Adductor							
Total Hip (hip adduction)							
Seated Knee Extension							
Lying Leg Curl							
Seated Leg Curl							
Abdominal Curl							
Lower back machine							

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Exercise Requirement Checklist Free Weights

Learners must show they have planned and instructed for a minimum of **four** exercises from the following:

Equipment	Planned	Date	Assessor	Instructed	Work Based	Date	Assessor
DB Front Raise	✓			✓	✓		
DB Single Arm Row							
DB Bent Arm Pullover							
DB Shoulder Press							
DB Lateral Raise							
BB Upright Row							
BB Bench Press							
DB Flyes							
DB Prone Flyes							
BB Supine Tricep Press							
DB Single Arm Tricep Press							

Equipment	Planned ✓	Date	Assessor	Instructed ✓	Work Based ✓	Date	Assessor
BB Curl							
DB Curls							
BB Lunge							
DB Lunge							
BB Squat							
DB Squat							
BB Dead lift							
DB Dead lift							

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Exercise Requirement Checklist Body Weight Exercises

Learners must show they have planned and instructed for a minimum of **three** exercises from the following:

Equipment	Planned	Date	Assessor	Instructed	Work Based	Date	Assessor
Chins	✓			✓	✓		
Press up							
Lunge							
Squat							
Abdominal curl							
Back raise							

Title:	Instruct and supervise gym-based exercise			
Level:	2			
Credit value:	8			
Learning outcomes	Assessment criteria			
The learner will:	The learner can:	✓	Initial	Evidence Reference Number/s
1. Know how to prepare clients for gym-based exercise This learning outcome can be assessed by: <ul style="list-style-type: none"> professional discussion oral questions and answers questions requiring written answers 	1.1 Explain the importance of careful and thorough planning and preparation for physical activity 1.2 Explain why clients need to understand the purpose and value of a warm up 1.3 Describe safe and effective warm up 1.4 Explain the importance of fitness advice and how to offer it in gym			
2. Be able to prepare clients for gym-based exercise This learning outcome must be assessed using workplace evidence generated when the learner is instructing and supervising gym-based exercise.	2.1 Ensure the environment and equipment is prepared for the agreed exercises 2.2 Meet the clients punctually and help them feel welcome and at ease 1 individuals 2 groups 2.3 Collect any new information that is required 2.4 Explain the agreed exercises and their demands, including physical and technical demands			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>When preparing clients for gym-based exercise the learner must cover 3 of the following types:</p> <p>a exercises</p> <ol style="list-style-type: none"> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skills 5 circuit formats <p>with 2 of the following types:</p> <p>b clients</p> <ol style="list-style-type: none"> 1 individuals 2 groups 	<p>The learner can:</p> <ol style="list-style-type: none"> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skills 5 circuit formats <p>2.5 Motivate the clients in a way that is appropriate to them</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>2.6 Advise clients of the facility's emergency procedures</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>2.7 Confirm or revise what has been agreed with the clients</p> <ol style="list-style-type: none"> 1 individuals 2 groups 	<p>✓</p>		

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>3. Know how to instruct gym-based exercise</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 	<p>The learner can:</p> <p>3.1 Describe the purpose of the exercises included in the programme</p> <p>3.2 Describe a range of exercises that are safe and appropriate for clients</p> <p>3.3 Describe the types of special requirements that clients may have</p> <p>3.4 Describe a range of exercises that are safe and appropriate for clients</p> <p>3.5 Describe how to break exercise/movements down to their component parts</p> <p>3.6 Describe how to develop client's co-ordination by building exercises/movements up gradually</p> <p>3.7 Outline the information that must be given to other people who are involved in the client's gym-based programme</p>			
<p>4. Be able to instruct gym-based exercise</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is instructing and supervising gym-based exercise.</p>	<p>4.1 Use warm up and cool down activities that are safe and effective for the clients</p> <p>1 individuals</p> <p>2 groups</p>			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>When instructing gym-based exercise the learner must cover 3 of the following types:</p> <p>a exercises</p> <ol style="list-style-type: none"> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skills 5 circuit formats <p>with 2 of the following types:</p> <p>b clients</p> <ol style="list-style-type: none"> 1 individuals 2 groups 	<p>The learner can:</p> <p>4.2 Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions appropriate to clients' needs and level of experience</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>4.3 Check the clients' understanding of instructions and give them the opportunity to ask questions</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>4.4 Ensure the clients carry out exercises in a safe and effective manner</p> <p>b clients</p> <ol style="list-style-type: none"> 1 individuals 2 groups 			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <p>a exercises</p> <p>1 cardiovascular fitness</p> <p>2 muscular fitness</p> <p>3 flexibility</p> <p>4 motor skills</p> <p>5 circuit formats</p> <p>4.5 Give the clients the necessary information and motivate them to continue to carry out the exercises without direct supervision</p> <p>4.6 Keep to the planned timings for the session</p> <p>4.7 Manage group behaviour as appropriate</p> <p>5.1 Outline the needs and potential of the clients</p> <p>5.2 Identify the types of hazards that may occur during a session and how to manage these</p> <p>5.3 Outline the reporting procedures for health and safety</p> <p>5.4 Identify safe and effective alignment of exercise positions</p> <p>5.5 Identify a range of alternative exercises for adaptation including any appropriate progressions and regressions</p> <p>5.6 Outline the importance/methods of voice projection to include the effective use of volume and pitch of voice</p>			
<p>5. Know how to observe and supervise gym-based exercise</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 				

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>6. Be able to observe and supervise gym-based exercise</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is instructing and supervising gym-based exercise.</p> <p>When observing and supervising gym-based exercise the learner must cover 3 of the following types:</p> <p>a exercises</p> <ol style="list-style-type: none"> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skills 5 circuit formats <p>with 2 of the following types:</p> <p>b clients</p> <ol style="list-style-type: none"> 1 individuals 2 groups 	<p>The learner can:</p> <p>6.1 Move around the area so that all clients can be observed and respond to their needs in a fair and equitable way</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>6.2 Monitor exercise intensity using appropriate method/s</p> <p>6.3 Make sure all clients can take part in the exercises</p> <p>b clients</p> <ol style="list-style-type: none"> 1 individuals 2 groups <p>a exercises</p> <ol style="list-style-type: none"> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skills 5 circuit formats <p>6.4 Monitor the safety and effectiveness of the exercises and adapt these accordingly with suitable progressions/regressions</p>	<p>✓</p>		

Learning outcomes	Assessment criteria	Initial	Evidence Reference Number/s
<p>The learner will:</p>	<p>The learner can:</p> <ol style="list-style-type: none"> 1 cardiovascular fitness 2 muscular fitness 3 flexibility 4 motor skills 5 circuit formats 6.5 Provide feedback and instructing points which are timely, clear and motivational 6.6 Encourage and support clients to take responsibility for their own fitness 1 individuals 2 groups 6.7 Review clients' progress and offer fitness advice in response to clients' changing needs 1 individuals 2 groups 6.8 Give clients the chance to ask questions and provide them with appropriate and clear information 6.9 Refer clients to another professional when their needs go beyond own level of competence 	<p>✓</p>	

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>7. Know how to bring a gym-based exercise session to an end</p> <p>This learning outcome can be assessed by:</p> <ul style="list-style-type: none"> • professional discussion • oral questions and answers • questions requiring written answers 	<p>The learner can:</p> <p>7.1 Explain the purpose and value of a cool down</p> <p>7.2 Explain why clients need to understand purpose and value of a cool down</p> <p>7.3 Describe safe and effective cool down</p>			
<p>8. Be able to bring a gym-based exercise session to an end</p> <p>This learning outcome must be assessed using workplace evidence generated when the learner is instructing and supervising gym-based exercise.</p> <p>When bringing a gym-based exercise session to an end the learner must cover 2 of the following types:</p> <p>a sessions, covering</p> <ol style="list-style-type: none"> 1 cardiovascular 2 muscular fitness 3 flexibility 4 motor skills 5 circuit formats 	<p>8.1 Allow sufficient time to end the session according to the clients' level of experience</p> <p>8.2 End the session using cool down activities that are safe and effective for the clients</p> <p>a sessions, covering</p> <ol style="list-style-type: none"> 1 cardiovascular 2 muscular fitness 3 flexibility 4 motor skills 5 circuit formats 			

Learning outcomes	Assessment criteria	✓	Initial	Evidence Reference Number/s
<p>The learner will:</p> <p>with 2 of the following types:</p> <p>b clients</p> <p>1 individuals</p> <p>2 groups</p>	<p>The learner can:</p> <p>b clients</p> <p>1 individuals</p> <p>2 groups</p> <p>8.3 Give the clients an accurate feedback summary on the session</p> <p>8.4 Give the clients the opportunity to:</p> <ul style="list-style-type: none"> • reflect on the session • ask questions • provide feedback • identify their further needs <p>1 individuals</p> <p>2 groups</p> <p>8.5 Make sure the clients have the necessary information about future activities and review procedures</p> <p>1 individuals</p> <p>2 groups</p> <p>8.6 Follow the correct procedures for checking and dealing with any equipment used</p> <p>8.7 Leave the environment in a condition acceptable for future use</p> <p>8.8 Pass on suggestions for improving health and safety to a competent person or agency</p>			

Evidence of real work activity

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

Learners must show that they are able to communicate effectively with clients using motivational styles appropriate to the individual and the exercise format.

There must be evidence that the learner has instructed a safe and effective warm-up and cool-down.

There must be evidence that the learner has instructed a gym-based programme by applying the principles and variables of fitness to a range of activities to meet identified client goals and/or to achieve general fitness and health gains.

There must be evidence that the learner has instructed participants to use a minimum of three of the following types of cardiovascular equipment:

- Upright cycle
- Recumbent cycle
- Treadmill
- Stepper
- Rowing machine
- Elliptical trainer
- Cross trainer

Learners must show they have instructed a minimum of three Body Weight exercises and a minimum of four exercises from each of the following:

- Resistance machine lifts
- Free weight lifts

Learners must demonstrate correct lifting and passing techniques, including dead lifting the barbell safely from the floor and spotting.

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

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

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

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

Simulation

Simulation is allowed for 6.8 and 8.8, if there is no naturally occurring evidence available.

Use of supplementary evidence

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

Assessor feedback

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

Assessor's signature:

Date:

IV's signature:

Date:

Active IQ

Westminster House
The Anderson Centre
Ermine Business Park
Huntingdon PE29 6XY

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

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