



Qualification
Guidance

Active IQ Level 2 Diploma in Health and Fitness

Qualification
Accreditation Number:
603/6348/4
Version AIQ006172

Active iQ

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Active IQ Level 2 Diploma in Health and Fitness

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Introduction

The Active IQ Level 2 Diploma in Health and Fitness is at Level 2 on the Regulated Qualifications Framework (RQF).

Guided learning hours:	582	Total qualification time:	680
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Entry requirements:

- Some experience of gym-based exercises, including free weights, is highly recommended.
- The course requires physical exertion, and individual participation is essential; therefore, a degree of physical fitness is necessary.
- There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at Level 2.

Qualification outline

Target learners:

- Learners aged 16+.
- Learners wishing to pursue a career in the health and fitness sector as gym-based fitness instructors.

Please note: 16–18-year-olds may need to be supervised in the workplace, once they have achieved the qualification.

Purpose

This qualification aims to provide learners with the knowledge and skills to be able to plan, deliver and supervise safe and effective exercise programmes within a gym or health club environment. During the qualification learners will cover:

- Anatomy, physiology and nutrition and how they relate to exercise and fitness.
- Health and safety in the fitness environment.
- The skills to conduct client and group inductions in a gym-based environment and support exercise adherence and a healthy lifestyle.
- The skills to plan, instruct and supervise safe and effective exercise and physical activity sessions.
- Professionalism for fitness instructing.
- Personal and professional development.
- Delivering exceptional customer service.
- Employment rights and responsibilities.
- Skills for entering employment.
- Skills for employment interviews.

Grading

Pass/Fail

Progression

This qualification provides progression on to:

- Active IQ Level 3 Diploma in Personal Training.
- Active IQ Level 3 Diploma in Supporting Clients with Long-term Conditions.
- Active IQ Level 3 Diploma in Health and Fitness.
- Active IQ Level 3 Award in Supporting Pre and Postnatal Clients with Exercise and Nutrition.
- Active IQ Level 3 Award in Designing Exercise Programmes for Older Adults.
- Active IQ Level 3 Award in Designing Exercise Programmes for Disabled Clients.

Links to National Standards

There are links to:

- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Learning and Development Requirements (LDR) for:
 - Gym instructing.
 - Group training.
 - Personal training.
 - Pool plant operations.
 - Coach.
 - Working with children.
 - Safeguarding and protecting children.
- National Occupational Standards for Instructing Exercise and Fitness and Personal Training.

Please see Annex A for further details.

Reasonable adjustments

Please follow the link for further information on Active IQ's reasonable adjustment and special consideration policy.

<https://www.activeiq.co.uk/docs/default-source/pdf/policies-and-procedures-2021/active-iq-reasonable-adjustment-and-special-consideration-policy-2021.pdf>

Occupational competence statements for tutoring, assessing and internally verifying

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

Required criteria

All tutors, assessors and internal verifiers must:

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

Tutors and assessors

Tutors must hold, or be working towards, a teaching qualification.

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education.

Assessors

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

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

Internal verifiers

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

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

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

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Qualification structure

Learners must complete the nine mandatory units and a minimum of 12 optional units including the minimum requirements for two of the pathways.

Mandatory Units

Unit	Unit accreditation number	Level
1. Skills for entering employment	Y/618/3421	2
2. Skills for employment interviews	D/618/3422	2
3. Employment rights and responsibilities	H/618/3423	2
4. Principles of anatomy, physiology and fitness	A/616/7499	2
5. Professionalism and customer care for fitness instructors	K/616/7501	2
6. Health and safety in the fitness environment	M/616/7502	2
7. Conducting client consultations to support positive behaviour change	A/616/7504	2
8. Planning and instructing gym-based exercise	F/616/7505	2
9. Lifestyle management for health and well-being	K/618/3424	3

Optional Units

Health and Well-being

Learners must complete a minimum of 4 units when selecting this optional group.

(Unit 11 cannot be taken without unit 10).

Unit	Unit accreditation number	Level	
10.	Mental health awareness	D/617/3070	2
11.	Mental health first aid	H/617/3071	2
12.	Promoting healthy lifestyles and physical activity	M/618/3425	2
13.	Working with communities to promote and support active healthy lifestyles	T/618/3426	2
14.	Understanding nutrition for healthy eating	A/618/3427	2
15.	Smoking awareness and cessation	F/618/3428	2
16.	Alcohol awareness	J/618/3429	2

Personal Training

Learners must complete all 6 units when selecting this optional group.

Unit	Unit accreditation number	Level	
17.	Applied anatomy and physiology for exercise, health and fitness	F/615/4012	3
18.	The principles of nutrition and their application to exercise and health	J/615/4013	3
19.	Understanding lifestyle, health, well-being and common medical conditions	R/615/4015	3
20.	Delivering client consultations and health and fitness assessments	L/617/3999	3
21.	Personal training for individuals and groups in a range of environments	M/617/4000	3
22.	Professionalism and business acumen for personal trainers	D/615/4020	3

Coaching

Learners must complete a minimum of 4 units when selecting this optional group.

(Units 23 and 24 must be taken together. Units 28 and 29 must be taken together. Unit 31 cannot be taken without unit 30).

Unit	Unit accreditation number	Level	
23.	Planning an activity session	A/618/3430	2
24.	Delivering an activity session	F/618/3431	2
25.	Health and safety for coaching in different environments	J/618/3432	3
26.	Child behaviour management	R/618/3434	3
27.	Safeguarding and protecting children and vulnerable adults	D/616/7852	2
28.	Physical activity, health, fitness, nutritional and development considerations for adolescents	J/617/4004	2
29.	Programming safe and effective physical activity sessions for adolescents	L/617/4005	2
30.	Understand the principles of soft tissue dysfunction	Y/618/3435	3
31.	Exercise strategies to reduce risk of injury	D/618/3436	3

Group Training

Learners must complete a minimum of 4 units when selecting this optional group.

(Units 32-34 must be taken together along with either unit 35 or unit 36).

Unit	Unit accreditation number	Level
32. Professionalism for group training	D/617/1108	2
33. Health and safety in a group training environment	H/617/1109	2
34. Supporting behaviour change and healthy lifestyles	Y/617/1110	2
35. Planning and instructing group training sessions	D/617/1111	2
36. Planning and instructing group training to music sessions	H/617/1112	2
37. Training in different environments	K/618/3441	2
38. Planning and instructing circuit sessions	M/618/3442	2
39. Planning and instructing kettlebell sessions	T/618/3443	2
40. Planning and instructing studio cycling sessions	A/618/3444	2
41. Planning and instructing physical activity for children	F/618/3445	2
42. Planning and instructing water-based exercise sessions	J/618/3446	2

Operational Services

Learners must complete a minimum of 6 units when selecting this optional group.

Unit	Unit accreditation number	Level
43. Sport and active leisure facility cleanliness	R/618/3448	2
44. Providing a reception service in a sport and leisure facility	Y/618/3449	2
45. Supporting equality and diversity	R/618/3451	2
46. Principles of customer service	T/616/7789	2
47. Delivering an exceptional customer experience	K/616/7790	2
48. Resolve customer service problems	M/616/7791	2
49. Understand how to prepare environments for activity	Y/618/3452	2
50. Organising events in active leisure	D/618/3453	2
51. Teamwork in active leisure	H/618/3454	2
52. The principles of operation and practice of pool water treatment and testing	L/617/7339	2
53. The principles of pool plant operations and chemical safety	F/617/7340	3
54. The management of pool water quality	J/617/7341	3

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

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

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

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

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

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

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the cardiovascular and respiratory systems and the effects of exercise	3.1 Describe the structure of the heart 3.2 Describe the function of the heart 3.3 Describe the structure and function of the blood and blood vessels 3.4 Describe the structure of the lungs 3.5 Describe the function of the lungs 3.6 Identify the main muscles involved in breathing 3.7 Describe the passage of air through the respiratory tract 3.8 Describe gaseous exchange in the lungs 3.9 Describe gaseous exchange in the muscles 3.10 Describe systemic and pulmonary circulation 3.11 Describe the immediate effects of exercise on the cardiovascular and respiratory systems 3.12 Describe the long-term effects of exercise on the cardiovascular and respiratory systems 3.13 Recognise changes to the cardiovascular and respiratory systems throughout a person's lifespan
4. Understand how energy is produced in the body and the effects of exercise on energy production	4.1 Recognise adenosine triphosphate as a molecule that is broken down to create energy for the body 4.2 Recognise how adenosine triphosphate is broken down to produce energy 4.3 Name the three main energy systems that resynthesise adenosine triphosphate 4.4 Recognise the role of the main nutrients in the production of energy/adenosine triphosphate 4.5 Describe how the three energy systems are used during aerobic and anaerobic exercise 4.6 Recognise the interaction of the energy systems during exercise 4.7 Recognise factors that influence the energy system used, to include: intensity, duration and individual fitness levels
5. Understand the structure and function of the digestive system	5.1 Describe the function of each section of the alimentary canal (mouth, oesophagus, stomach, small intestine, large intestine) 5.2 Describe how fats, proteins and carbohydrates are digested and absorbed, and the main enzymes involved 5.3 Explain the role of dietary fibre in the maintenance of gut function 5.4 Explain the role of the liver and pancreas in assisting digestion 5.5 Describe timescales for digestion 5.6 Explain the importance of fluid in digestion

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand health and well-being	6.1 Define the components of health and well-being 6.2 Recognise factors that affect health and well-being, including the effects of lifestyle choices 6.3 Identify the role of activity and exercise in maintaining and managing health and well-being 6.4 Identify the frequency, intensity, time and type of activity required to maintain and improve health and well-being
7. Understand the components of fitness and the effects of exercise	7.1 Name and describe the components of physical fitness 7.2 Recognise the physiological effects of exercise on each component of fitness 7.3 Describe how to apply the principles of overload, reversibility and specificity to progress or regress each component of fitness 7.4 Recognise factors affecting physical fitness 7.5 Recognise exercise contraindications and safety considerations for special populations
Assessment	Theory paper

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal and professional requirements for fitness instructing	1.1 Summarise the Equality Act and relate it to fitness instructing 1.2 Describe the scope of practice of a fitness instructor 1.3 Explain the insurance requirements when working as a fitness instructor 1.4 Explain the importance of having appropriate insurance when working as a fitness instructor
2. Understand how an instructor can help all types of customer to have a positive exercise experience	2.1 Compare the differing needs of fitness facility customers 2.2 Identify ways that a fitness facility can meet the needs of different customers 2.3 Identify ways that an instructor can help customers have a positive exercise experience 2.4 Identify ways that an instructor can build social support and inclusion within a fitness environment 2.5 Identify ways that an instructor can obtain feedback from customers to support continued exercise adherence
3. Understand the products and services offered by fitness instructors and facilities	3.1 Identify the main products and services offered by fitness instructors and facilities 3.2 Identify the ancillary and specialist products/services that may be offered by fitness facilities 3.3 Describe a range of membership options/contracts offered by fitness facilities 3.4 Describe a typical customer journey through a fitness facility 3.5 Explain the importance of customer retention for a fitness instructor and facility

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the skills and behaviours needed to deliver effective customer care	4.1 Describe the common characteristics of people/ individuals who provide excellent customer care 4.2 Describe the features of personal presentation that will make a positive impression on customers 4.3 Describe the attitude required when dealing with customers 4.4 Describe how to carry out routine customer care tasks in a way that shows consideration for customers 4.5 Explain the concept of professionalism 4.6 Explain the importance of effective teamwork for the delivery of excellent customer care 4.7 Describe the team-working skills required to deliver an excellent customer experience 4.8 Identify ways that an instructor can positively influence member retention 4.9 Identify ways that an instructor can build a rapport with customers 4.10 Explain the importance of the instructor making him/ herself available and approachable to users, for example: <ul style="list-style-type: none"> • walking around the gym floor • being available prior to a class
5. Understand the value of first impressions	5.1 Explain the importance of making a positive first impression on customers 5.2 Describe ways of creating a positive first impression when communicating with customers
6. Understand how to communicate clearly and effectively with customers	6.1 Identify different methods of communication, to include verbal and non-verbal methods 6.2 Identify positive body language 6.3 Identify negative body language 6.4 Give examples of when it is appropriate to take the initiative in approaching customers 6.5 Describe different methods of effective and efficient communication in a range of situations 6.6 Describe the communication approaches that will make a positive impression on customers 6.7 Explain why a consistent positive attitude and approach to customers is vital to an organisation
7. Understand how to be polite and approachable with customers	7.1 Outline appropriate ways to meet and greet customers politely and confidently 7.2 Explain why it is important to respond to customers within an appropriate timescale 7.3 Explain how to acknowledge customers, even when busy 7.4 Describe how to work in a way that demonstrates to customers enthusiasm and a willingness to help

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Understand how to interact with customers in different situations	8.1 Identify the personal qualities required to deal with customer problems 8.2 Describe how to communicate with dissatisfied customers 8.3 Describe the skills required to deal with potentially volatile or unpleasant situations 8.4 Identify responses and actions that may make problems worse 8.5 Describe how to adapt his/her communication style, attitude and response to meet individual customer needs 8.6 Describe how to inform customers when promises cannot be kept as a result of unforeseen circumstances 8.7 Explain how and when to refer problems to a senior colleague 8.8 Explain how to use social media profiles as a fitness instructor 8.9 Describe the benefits and risks of using social media platforms for fitness instructors
9. Understand personal and professional development	9.1 Explain the importance of the planning and reviewing cycle within personal and continuing professional development 9.2 Define continuing professional development 9.3 Explain the benefits of continuing professional development (CPD) for self, clients and organisations 9.4 Explain how to reflect on his/her work and highlight ways of improving skills, knowledge and practice 9.5 Describe how to work with others to evaluate his/her skills, knowledge and practice 9.6 Explain how to plan his/her continuing professional development 9.7 Explain the contribution that a workplace's performance appraisal and development processes can make to his/her continuing professional development 9.8 Outline how to access the sources of information required to fulfil continuing professional development
10. Be able to make a good first impression on customers	10.1 Present him/herself to customers, including 'meeting and greeting' 10.2 Communicate efficiently and effectively with different types of customers 10.3 Demonstrate types of behaviour that make a positive impression on different types of customers 10.4 Approach and initiate a conversation with a customer who is not actively seeking his/her attention

Learning outcomes The learner will:	Assessment criteria The learner can:
11. Be able to show the right attitude for customer care	11.1 Recognise and respond when a customer wants or needs attention 11.2 Greet customers politely and positively 11.3 Speak to customers clearly and put them at ease 11.4 Recognise how customers are feeling 11.5 Establish a rapport with customers 11.6 Demonstrate a positive and enthusiastic attitude to customers at all times 11.7 Focus on his/her customers and ignore distractions 11.8 Show customers respect at all times and in all circumstances
Assessment	Worksheet Modular summative observation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand health and safety in the workplace	1.1 Outline the rights and responsibilities of the employer for health and safety in the workplace 1.2 Outline the rights and responsibilities of the employee for health and safety in the workplace 1.3 Explain the term ‘duty of care’ relating to the health and safety of self and others 1.4 Identify the key legal and regulatory requirements that are relevant to health and safety in the workplace 1.5 Describe what may happen if employers and employees do not follow legal requirements
2. Understand hazards and risks in a fitness environment	2.1 Describe the differences between a ‘hazard’ and a ‘risk’ 2.2 Identify the common hazards that may occur in the fitness environment 2.3 Identify the five steps of risk assessment 2.4 Describe how to deal with common hazards and manage risk in the fitness environment
3. Understand normal and emergency operating procedures in the workplace	3.1 State the importance of having written systems of work, to include: <ul style="list-style-type: none"> • normal operating procedures (NOPs) • emergency action plans (EAPs) • risk assessments 3.2 Describe the key areas that should be included in a normal operating procedure 3.3 Describe the key areas that should be included in an emergency action plan
4. Understand how to maintain a safe and effective fitness environment	4.1 Identify handover information that needs to be provided at the start and end of a shift, and how to record this information 4.2 Describe the appropriate checks required to maintain the safety of the gym environment and equipment 4.3 Identify how to supervise the gym environment to ensure member safety

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Understand the cleaning requirements in fitness environments	5.1 Describe how a fitness facility maintains standards of cleanliness 5.2 List a range of cleaning substances used in a fitness environment 5.3 Identify the types of personal protective equipment that are necessary for cleaning operations in a fitness environment 5.4 Describe how to maintain the safety of customers and other staff when carrying out cleaning operations 5.5 Describe how to show courtesy and consideration to customers when carrying out cleaning operations, for example: <ul style="list-style-type: none"> • prioritising customers over cleaning duties • acknowledging customers as they pass through the cleaning area • temporarily moving cleaning equipment to ease a customer's travel through the area 5.6 Describe the procedures for the disposal of waste from cleaning operations 5.7 Explain the importance of the safe storage and maintenance of cleaning equipment 5.8 Describe how to deal with spillages, breakages and waste in a fitness environment
6. Understand safe working practices relating to the Control of Substances Hazardous to Health (COSHH) Regulations	6.1 Identify the types of substance commonly used in a fitness facility that would be covered by COSHH 6.2 List the problems caused by hazardous substances 6.3 Identify the requirements of employers and employees, as stated in the COSHH Regulations 6.4 List the types of information provided in COSHH assessments 6.5 Describe why COSHH assessments are important
Assessment	Worksheet Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Know how to consult and support clients to change exercise behaviour</p>	<p>1.1 Identify the appropriate methods for screening and gathering information from clients and gaining their informed consent to exercise</p> <p>1.2 Recognise the risk-stratification models used to assess risk</p> <p>1.3 Describe the barriers to changing exercise behaviour</p> <p>1.4 Outline strategies for overcoming barriers and building client motivation</p> <p>1.5 Explain how to use communication and interview skills to support clients at different stages of changing exercise behaviour</p> <p>1.6 Recognise different approaches to supporting clients in changing their exercise behaviour, to include:</p> <ul style="list-style-type: none"> • motivational interviewing • a trans-theoretical model • rewards • cognitive reframing <p>1.7 Explain how SMART (specific, measurable, achievable, relevant/realistic and time-bound) goals can be used to support clients to change their exercise behaviour</p> <p>1.8 Differentiate between process and outcome goals for</p> <p>1.9 adherence</p> <p>1.10 Identify safe and realistic timeframes for the achievement of client physical goals</p> <p>1.11 Identify ways to monitor and review client progress</p> <p>1.12 Identify the appropriate methods for recording and storing client information</p> <p>1.13 Identify other professionals that can support the client when his/her needs go beyond the scope of practice</p> <p>1.14 Recognise when to refer or signpost a client to other professionals</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand the importance of a healthy lifestyle	2.1 Explain the health risks of being overweight or obese 2.2 Describe the current prevalence of obesity in the UK 2.3 Explain the risks of an unhealthy lifestyle 2.4 Explain the benefits of a healthy lifestyle 2.5 Identify the risks and benefits of exercise for the prevention and management of common health conditions 2.6 Identify sources of evidence-based, credible health and well-being information
3. Understand the importance of healthy eating	3.1 Describe the national food model/guide 3.2 Describe the key healthy eating advice that underpins a healthy diet 3.3 Explain the importance of adequate hydration 3.4 Explain the daily energy requirements for men and women 3.5 Explain the energy balance equation 3.6 Explain the dietary role of the key nutrients 3.7 Identify common dietary sources of the key nutrients 3.8 Explain the health risks of poor nutrition 3.9 Explain the benefits of a nutrient-rich diet 3.10 Identify sources of evidence-based, credible nutritional guidance
4. Understand how technology can be used to support exercise adherence	4.1 Identify technologies that can be used to support exercise adherence 4.2 Identify ways that technology can be used to motivate clients and help them achieve their goals
5. Know the established protocols for health screening and fitness assessment of gym-based clients	5.1 List the health-screening measurements that are relevant to gym-based clients 5.2 Describe the established protocols for health-screening measurements that are relevant to gym-based clients 5.3 Describe the established protocols for fitness assessments that are relevant to gym-based clients

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>6. Be able to consult/interview and support clients to change their exercise behaviour</p>	<p>6.1 Prepare a positive consultation environment that encourages open communication</p> <p>6.2 Use the appropriate methods, techniques and communication skills to greet the client, build a rapport and gather information</p> <p>6.3 Explain his/her role, the role of other professionals and the role of the client in changing his/her exercise behaviour</p> <p>6.4 Provide the appropriate advice and guidance in response to a health-screening questionnaire</p> <p>6.5 Identify when to signpost a client to other professionals</p> <p>6.6 Ask open questions to gather the relevant information from a client</p> <p>6.7 Use active listening skills to gather information from a client</p> <p>6.8 Check client readiness to exercise</p> <p>6.9 Identify client barriers to exercise</p> <p>6.10 Identify the appropriate strategies to address client barriers</p> <p>6.11 Identify client goals</p> <p>6.12 Write specific, measurable, achievable, realistic/relevant and time-bound (SMART) goals to address client needs, wants and motivators</p> <p>6.13 Identify the appropriate review points to monitor client progress</p> <p>6.14 Record client information appropriately and with regard to confidentiality</p> <p>6.15 Follow the established protocols to safely, effectively and accurately carry out client-relevant health-screening measurements</p>
<p>Assessment</p>	<p>Worksheet</p> <p>Assignment</p> <p>Summative observation</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to plan a safe and effective gym-based exercise session	1.1 Recognise a safe and effective session structure 1.2 Identify safe and effective exercises/equipment for inclusion in a gym-based session 1.3 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different client needs 1.4 Explain the purpose of a warm-up and cool-down 1.5 Describe the appropriate exercises for inclusion in a warm-up and cool-down 1.6 Explain the purpose and benefits of cardiovascular exercise 1.7 Explain the purpose and benefits of muscular fitness and resistance exercises 1.8 Explain the purpose and benefits of flexibility exercises 1.9 Describe the appropriate exercises to improve the different components of fitness 1.10 Describe different methods for monitoring exercise intensity 1.11 Recognise the signs and symptoms of over-exertion and the potential acute negative effects of exercise
2. Be able to plan a safe and effective gym-based exercise session	2.1 Prepare the equipment and environment for the session to ensure the safety of the client is maintained 2.2 Select safe and effective exercises for all components of the session, which meet the client's needs, goals and ability 2.3 Plan a safe and effective health-related, gym-based exercise programme to meet client needs and incorporate different components of fitness 2.4 Plan adaptations and modifications to regress, progress and accommodate different client needs 2.5 Record exercises using an appropriate format to assist client understanding

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Be able to deliver a safe and effective gym-based exercise programme</p>	<p>3.1 Use the appropriate instructional methods, techniques and communication skills to support clients at different stages of changing their exercise behaviour</p> <p>3.2 Provide support and motivation to clients</p> <p>3.3 Verbally screen clients to check their readiness to participate</p> <p>3.4 Instruct a safe and effective warm-up</p> <p>3.5 Instruct a safe and effective cardiovascular component</p> <p>3.6 Instruct a safe and effective muscular fitness/resistance training component</p> <p>3.7 Instruct safe and effective functional training exercises</p> <p>3.8 Instruct a safe and effective cool-down and flexibility component</p> <p>3.9 Explain the appropriate health and safety considerations to clients</p> <p>3.10 Monitor exercise intensity</p> <p>3.11 Monitor exercise safety</p> <p>3.12 Observe a client's exercise technique and accurately identify ways to improve his/her performance</p> <p>3.13 Adapt or modify exercises, as appropriate, to accommodate client needs</p> <p>3.14 Respond accurately and appropriately to client questions</p>
<p>4. Be able to encourage clients to increase physical activity and exercise adherence</p>	<p>4.1 Identify appropriate review points to monitor client progress</p> <p>4.2 Agree how goal achievement will be measured at the time of review and how the results will be meaningful to the client</p> <p>4.3 Signpost clients to other activities that they may enjoy or find interesting</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>5. Be able to deliver a safe and effective gym-based induction to individuals and groups</p>	<p>5.1 Describe how inductions benefit the safe and effective use of a gym-based exercise environment</p> <p>5.2 Demonstrate the appropriate communication skills when working with groups</p> <p>5.3 Verbally screen groups of clients to check their readiness to participate</p> <p>5.4 Introduce clients to the appropriate warm-up exercises</p> <p>5.5 Introduce a range of functional exercises using an instructing method appropriate to the exercise and clients</p> <p>5.6 Introduce a range of cardiovascular machines using an instructing method appropriate to the exercise and clients</p> <p>5.7 Introduce a range of fixed-resistance machines using an instructing method appropriate to the exercise and clients</p> <p>5.8 Introduce clients to a range of free-weight exercises using an instructing method appropriate to the exercise and clients</p> <p>5.9 Demonstrate safe lifting, passing and spotting of weights.</p> <p>5.10 Introduce clients to a range of body-weight exercises using an instructing method appropriate to the exercise and client</p> <p>5.11 Introduce clients to appropriate cool-down exercises</p> <p>5.12 Manage groups of clients using appropriate instructing and supervision</p> <p>5.13 Observe client's exercise technique and accurately identify ways to improve his/her performance</p> <p>5.14 Explain modifications and adaptations to progress and regress specific exercises</p> <p>5.15 Explain the appropriate health and safety considerations and gym etiquette</p> <p>5.16 Explain to clients how to monitor their own exercise intensity</p> <p>5.17 Explain the relevant health-related benefits of exercise to clients</p> <p>5.18 Check that clients understand how to continue their programme without direct supervision</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Be able to evaluate own practice	6.1 Gather feedback from clients in order to review and evaluate own practice 6.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting client needs 6.3 Evaluate the effectiveness of own instructional and communication skills for meeting client needs 6.4 Identify ways to improve own instructional skills and communication 6.5 Identify ways to improve session content to continue to meet client needs
Assessment	Session plan Summative observation Modular summative observation Self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how lifestyle factors affect health and well-being	1.1 Describe the lifestyle factors that can affect health and well-being, to include: <ul style="list-style-type: none">• smoking• alcohol intake• physical activity level• diet• stress management and relaxation• sleep 1.2 Explain the relationships between lifestyle factors and disease
	1.3 Explain the relationships between lifestyle factors and physical and mental performance
	1.4 Explain the benefits of making lifestyle behaviour changes to prevent disease and achieve health or performance goals

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Understand how lifestyle factors are monitored and managed in healthcare systems</p>	<p>2.1 Identify key recommendations from Chief Medical Officer Reports that emphasise the importance of a healthy lifestyle</p> <p>2.2 Describe how lifestyle behaviours contribute to increased risk for specific medical conditions, to include:</p> <ul style="list-style-type: none"> • cardiovascular disease (CVD) • mental health and well-being • skeletal health (osteoporosis/ osteoarthritis) <p>2.3 Recognise public health systems/structures and stakeholders with an investment in promoting health and well-being, to include:</p> <ul style="list-style-type: none"> • health and well-being boards (HWBs) • Joint Strategic Needs Assessment (JSNA) • clinical commissioning groups (CCGs) • general practitioners (GPs) <p>2.4 Describe a range of interventions and support systems to help individuals manage their health and lifestyle, to include:</p> <ul style="list-style-type: none"> • five ways to well-being • smoking cessation • counselling • exercise referral • family/friends

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

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand mental health	1.1 Define mental health 1.2 Describe the mental health continuum 1.3 Outline stigma and discrimination in relation to mental ill health 1.4 Identify common misconceptions surrounding mental health 1.5 Describe the role of the media in the portrayal of mental health 1.6 Outline key statistical data in relation to mental health 1.7 Outline the duty of care
2. Understand mental health disorders	2.1 Identify the main signs and symptoms of common mental health disorders and mental health problems to include: <ul style="list-style-type: none"> • Depression • Anxiety disorders: stress, phobias and post-traumatic stress disorder • Schizophrenia • Eating disorders: anorexia nervosa and bulimia nervosa • Addiction and substance misuse • Bereavement • Self-harm 2.2 Identify common treatments and interventions used to manage mental health and mental ill health 2.3 Describe the main risk factors associated with mental ill health
3. Understand the support and advice available for mental ill health	3.1 Identify credible sources of information, support and guidance 3.2 Identify credible organisations offering support services 3.3 Identify appropriate responses that can be made to support someone with mental ill health
Assessment	Online worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Recognise and respond to the signs of mental ill health in themselves and others	1.1 Recognise the signs of mental ill health 1.2 Provide initial help to a person experiencing mental ill health 1.3 Signpost appropriate sources of help 1.4 Escalate situations when a person may be at risk of harm to themselves or others 1.5 Promote good mental health
Assessment	Online case studies

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the principles of fitness</p>	<p>1.1 Define the components of total fitness, to include:</p> <ul style="list-style-type: none"> • Physical fitness • Mental and emotional fitness • Medical fitness • Nutritional fitness • Social fitness <p>1.2 Define the concept of health</p> <p>1.3 Describe the components of health-related fitness to include:</p> <ul style="list-style-type: none"> • Cardiovascular Fitness • Muscular Strength • Muscular Endurance • Flexibility • Body Composition <p>1.4 Describe the components of skill-related fitness to include:</p> <ul style="list-style-type: none"> • Speed • Power • Reaction Time • Coordination • Balance • Agility <p>1.5 Describe the principles of training to include:</p> <ul style="list-style-type: none"> • Specificity • Progression • Overload • Reversibility • Type <p>1.6 Give examples of how a range of activities and environments can be adapted using the principles of training</p>
<p>2. Understand the health benefits of physical activity</p>	<p>2.1 Describe the physiological benefits of activity sessions</p> <p>2.2 Describe the psychological and social benefits of participating in activity sessions</p>

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

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

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Know how to promote and support physical activity and healthy living to meet local community needs</p>	<p>2.1 Gather information to describe their local community setting, to include:</p> <ul style="list-style-type: none"> • demographics • available support and opportunities • relevant organisations/partners <p>2.2 Identify the role of activity and healthy living in addressing health priorities in the local community</p> <p>2.3 Describe potential barriers to participation in physical activity and healthy living for the community</p> <p>2.4 Identify strategies to overcome barriers and support communities to enable participation and lifestyle change</p> <p>2.5 Recognise interventions to support active healthy lifestyles in the community, to include:</p> <ul style="list-style-type: none"> • physical activity • healthy eating • lifestyle advice <p>2.6 Describe methods to engage the community and promote healthy lifestyles, to include the use of:</p> <ul style="list-style-type: none"> • social marketing • the internet • community environments • networking <p>2.7 Identify opportunities and local resources to support active healthy lifestyles and behaviour change in the community, to include:</p> <ul style="list-style-type: none"> • partner organisations • funding sources (commissioning bodies; sports councils; community grants) • signposting services • activity programmes • healthy living programmes <p>2.8 Recognise the roles and responsibilities of different partners working within the community, to include:</p> <ul style="list-style-type: none"> • general practitioner • community mental health team • clinical commissioning groups (CCG) (funding sources) • dietician • exercise professionals • other services, e.g. financial, housing, charities etc <p>2.9 Recognise ways to develop and maintain relationships with relevant partners in the community, to include:</p> <ul style="list-style-type: none"> • making connections • barriers and strategies to overcome <p>2.10 Identify community/individual needs outside the boundaries of own role and how to sign-post individuals for appropriate support</p> <p>2.11 Describe the benefits and barriers to multi-agency working and how to overcome these</p>

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

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the function of food</p>	<p>1.1 Describe the main functions of food</p> <p>1.2 Identify the main nutrients needed by the human body for optimum health</p> <ul style="list-style-type: none"> • carbohydrate • protein • fat • fibre • vitamins and minerals <p>1.3 Explain the role of the key nutrients</p> <p>1.4 Identify the common dietary sources of the key nutrients</p> <p>1.5 Identify the sources of energy from food</p> <p>1.6 Summarise the quantities of the main nutrient's individuals should consume</p> <p>1.7 Explain the importance of adequate hydration</p>
<p>2. Understand the relationship between diet and health</p>	<p>2.1 Describe what is meant by a balanced diet</p> <p>2.2 Describe why a balanced diet is important in leading a healthy lifestyle</p> <p>2.3 Describe the characteristics of an unhealthy diet and of poor eating habits</p> <p>2.4 Explain the impact of a poor diet on health</p> <p>2.5 Describe the risks of diets that severely restrict energy or cut out key nutrients</p> <p>2.6 Describe the national food model/guide</p> <p>2.7 Identify sources of evidence-based, credible nutritional guidance</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the factors that influence an individual's eating patterns	3.1 Explain how certain factors may impact on dietary needs and eating patterns, for example: <ul style="list-style-type: none"> • a medical condition • age • gender • occupation • sport 3.2 Explain how the media portrayal of healthy eating and dieting may impact on an individual's eating patterns and health 3.3 Explain how religion and culture can affect dietary choices and needs 3.4 Identify barriers to healthy eating 3.5 Explain how barriers to healthy eating may impact on an individual's eating pattern 3.6 Define the key characteristics of vegan and vegetarian diets
4. Understand the basic principles of maintaining a healthy weight	4.1 Describe the energy balance 4.2 Describe the health risks associated with not maintaining a healthy weight 4.3 Describe the links between food intake and maintaining a healthy weight 4.4 Describe the links between exercise and maintaining a healthy weight 4.5 Explain the current guidelines for weight control
5. Understand how to support healthy eating	5.1 Compare different types of dietary assessment tools 5.2 Assess own diet against current healthy eating guidelines 5.3 Give examples of current healthy eating advice 5.4 Describe strategies to implement healthy eating
6. Understand food labelling	6.1 Identify nutritional information which must be displayed on food labels 6.2 Determine the nutritional content of food from food labels 6.3 Describe what is meant by a food additive 6.4 Summarise main categories of food additives and their functions 6.5 Explain how food labelling may be misleading
Assessment	Worksheet Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the key UK statistics related to smoking	1.1 Describe the demographics of smokers in the UK, to include; <ul style="list-style-type: none"> • % of population • gender • age • regional smoking rates • deaths related to smoking 1.2 Identify the revenue earned from tobacco tax 1.3 Identify the cost smoking has on the NHS and stop smoking services
2. Understand the health implications smoking has on an individual	2.1 State the physical and psychological effects smoking has on the body 2.2 Identify the short, medium- and long-term health implications of smoking 2.3 Identify the stages of readiness to change 2.4 Identify the risks posed to sexual health by smoking 2.5 Identify the risks of smoking during pregnancy
3. Understand the key components of tobacco products and the effects they have on the body	3.1 Identify substances and chemicals found in tobacco products 3.2 Describe the effects nicotine has on the body 3.3 Describe the effects tar has on the body 3.4 Describe the effects carbon monoxide has on the body 3.5 Identify the key signs of addiction 3.6 Describe common withdrawal symptoms
4. Know strategies and sources of information to assist in smoking cessation	4.1 Identify where credible information and advice on smoking cessation can be obtained 4.2 Identify methods and strategies for smoking cessation, to include; <ul style="list-style-type: none"> • nicotine replacement therapy (NRT) • prescribed medications 4.3 Identify the short, medium- and long-term benefits of smoking cessation
Assessment	Worksheet Assignment

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

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

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Know the structure and function of the myofascial system in relation to health and fitness	3.1 Describe the structure and function of muscle fibres and their components 3.2 Describe the stages of the sliding filament theory 3.3 Describe the effects of exercise intensity and duration on muscle fibre recruitment and adaptation by the different muscle fibre types 3.4 Name the locations of the attachment sites for the major muscles of the body 3.5 Explain the isolated muscle actions responsible for producing specific body movements 3.6 Explain the roles of muscles in integrated movements of the body compared to their isolated muscle actions 3.7 Identify causative factors, symptoms and recovery strategies for delayed onset muscle soreness (DOMS) 3.8 Describe the structure and functions of the different types of connective tissue
4. Know the structure and function of the nervous system in relation to health and fitness	4.1 Describe the components of the nervous system, to include: <ul style="list-style-type: none"> • central nervous system • peripheral nervous system • somatic branch of the peripheral nervous system • autonomic branch of the peripheral nervous system 4.2 Describe the structure and function of a neuron 4.3 Describe the structure and function of a motor unit 4.4 State the 'all or nothing' law of muscle contraction and the size principle of motor unit recruitment 4.5 Explain the stages in the process of the stretch reflex and inverse stretch reflex 4.6 Describe the structure and function of muscle spindles 4.7 Describe the structure and function of golgi tendon organs 4.8 Explain the definition and function of autogenic inhibition 4.9 Explain the definition and function of reciprocal inhibition 4.10 Explain the neuromuscular adaptations associated with different types of exercise and the benefits of these for performance

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Know the structure and function of the endocrine system in relation to health and fitness	5.1 Describe the role of the endocrine system 5.2 Recognise the location, structure and functions of the endocrine glands of the body 5.3 Describe the main functions of hormones in the body, to include: <ul style="list-style-type: none"> • growth hormone • thyroid hormones • corticosteroids • catecholamines • insulin • glucagon 5.4 Explain the lifestyle factors that affect endocrine health
6. Understand the role of the energy systems in relation to physical activity, exercise and training	6.1 Describe the energy substrates and by-products of each energy system 6.2 Explain the processes by which adenosine triphosphate (ATP) is re-synthesised in each energy system 6.3 Explain the relative contribution of each energy system to total energy expended in activities with different characteristics, to include: <ul style="list-style-type: none"> • intensity • duration • type
7. Know the structure and function of the digestive system in relation to health and fitness	7.1 Describe the structure of each section of the gastrointestinal tract in relation to its functions 7.2 Describe the location and functions of each of the digestive organs 7.3 Explain the role of the digestive system in maintaining health 7.4 Explain the implications of different dietary practices for the digestive system 7.5 Explain the importance of physical activity for digestive system health
Assessment	Theory paper

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to access credible information about nutrition for exercise and health	1.1 Interpret evidence-based nutritional guidelines from credible sources, to include: <ul style="list-style-type: none"> • national food guides • professional dietetic bodies • independent scientific bodies 1.2 Distinguish between credible evidence-based information and unscientific claims made in the media
2. Know common nutritional terms related to exercise and health	2.1 Define common nutritional terms, to include: <ul style="list-style-type: none"> • health • diet • wellness/well-being • healthy eating • balanced diet • nutrition • nutrient • macronutrient • micronutrient • phytonutrient
3. Know the nutrients required to maintain health	3.1 Describe the macronutrients and their functions 3.2 Evaluate good dietary sources of each macronutrient 3.3 Recognise the transport, storage and metabolised forms of each macronutrient 3.4 Explain the glycaemic index rating system for foods containing carbohydrates and its importance for human health 3.5 Identify key micronutrients and their functions 3.6 Identify good dietary sources of key micronutrients 3.7 Evaluate the importance of phytonutrients to human health 3.8 Describe the functions of water in the body

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Know how nutrients from food are used to fuel and recover from physical activity	4.1 Evaluate the functions of macronutrients, micronutrients and water in relation to exercise performance and recovery 4.2 Recognise how training may affect an individual's nutritional requirements 4.3 Describe the nutrients used for generating energy 4.4 Analyse the relative contribution of each nutrient to total energy expenditure in activity of different intensities 4.5 Evaluate the role of each macronutrient in post-exercise recovery and relate this to post-exercise dietary guidelines
5. Know how to estimate daily energy and nutrient requirements for clients with different goals	5.1 Define terms related to weight management to include: <ul style="list-style-type: none"> • calorie • energy balance • negative energy balance • positive energy balance • basal metabolic rate (BMR) • thermic effect of food (TEF) • thermic effect of physical activity (TEPA) • non-exercise activity thermogenesis (NEAT) 5.2 Describe safe and effective guidelines for the rate of fat loss achievable through diet modification and exercise 5.3 Critically compare guidelines for the rate of muscle gain achievable through diet modification and exercise to analyse safety and effectiveness 5.4 Explain safe and effective guidelines for tailoring nutrition to optimise preparation and performance in endurance events, to include: <ul style="list-style-type: none"> • pre-event nutrition, e.g. carbohydrate loading, fat loading • nutrition during the event • post-event nutrition
6. Know the risks of poor nutritional and lifestyle practices	6.1 Describe the signs, symptoms and risks of dehydration 6.2 Analyse the risks of diets that severely restrict energy intake 6.3 Analyse the risks of diets that contain high intakes of processed food products and few real foods 6.4 Evaluate the role of alcohol as a non-nutrient dietary source of energy 6.5 Evaluate the effects of caffeine on the body

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Know the nutritional considerations for specific client groups	7.1 Explain the importance of a balanced diet for pre and postnatal clients 7.2 List the sources of food which are important for pre and postnatal clients 7.3 List the foods which should be avoided during pregnancy and the reasons for these 7.4 Explain the importance of a balanced diet for older adults 7.5 List the sources of food which are important for older adults 7.6 Explain the relevant nutritional guidelines for specified medical conditions, to include: <ul style="list-style-type: none"> • hypertension • obesity • cardiac pulmonary disease • diabetes • stress 7.7 Recognise the professional boundaries for a personal trainer with regard to providing nutritional information and advice 7.8 Recognise when to refer or signpost a client to a professional qualified to deal with specific nutritional and dietary requirements
8. Be able to analyse clients' dietary habits and identify areas for improvement	8.1 Use appropriate methods to collect nutritional information from clients with different goals, to include: <ul style="list-style-type: none"> • fat loss • muscle gain • preparing for an endurance event • preparing for a strength and power event 8.2 Use appropriate methods to analyse a client's nutritional information 8.3 Analyse a client's collected nutritional data to identify areas of improvement in line with current nutritional guidelines 8.4 Analyse a client's collected data to identify areas of improvement in line with their nutritional goals
Assessment	Theory paper Case study Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how lifestyle factors affect a client's health and well-being	1.1 Explain the biological, behavioural, psychological and social components of health and well-being 1.2 Describe the lifestyle factors that can affect an individual's health and well-being, to include: <ul style="list-style-type: none"> • dietary intake • stress • fatigue • alcohol • levels of physical activity 1.3 Describe the factors that determine the success of a client when attempting to make a lifestyle behaviour change
2. Understand commonly occurring medical conditions and how they may impact a client's lifestyle	2.1 Identify the causes of specified medical conditions, to include: <ul style="list-style-type: none"> • hypertension • obesity • cardiorespiratory disease • diabetes • stress 2.2 Identify the progression of specified medical conditions 2.3 Identify the risk factors of specified medical conditions 2.4 Describe the clinical signs and symptoms of specified medical conditions 2.5 Describe the risks and benefits of exercise for specific medical conditions, to include <ul style="list-style-type: none"> • exercise guidelines, restrictions and contraindications • nutritional guidelines 2.6 Describe how specified medical conditions may impact a client's lifestyle, for example: <ul style="list-style-type: none"> • dietary modifications • exercise contraindications • ability to partake in physical activity 2.7 Describe considerations for exercise when dealing with comorbidities

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand how to risk-stratify and when to refer clients with common medical conditions	3.1 Recognise risk stratification models used to assess risk 3.2 Describe how different conditions and pathophysiology are risk stratified, including contraindications for exercise 3.3 Recognise when clients need to be signposted to other professionals 3.4 Identify the reasons a client should be signposted to a medical or healthcare professional 3.5 Explain how signposting a client to other services can support lifestyle behaviour change 3.6 Recognise when to refer or signpost a client to other professionals regarding lifestyle behaviours e.g. smoking cessation, alcohol addiction counselling, dietitian, counsellor 3.7 Recognise the professional boundaries for a personal trainer with regard to providing nutritional information and advice 3.8 Recognise when to refer or signpost a client to a professional qualified to deal with specific nutritional and dietary requirements
Assessment	Assignments Worksheet Modular summative observation

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the importance of communication skills to effectively communicate and engage with clients</p>	<p>1.1 Describe the concept of client touch points within an organisation</p> <p>1.2 Explain the importance of positive client experiences at every touch point</p> <p>1.3 Outline the importance of effective communication skills for a personal trainer</p> <p>1.4 Explain how to create a positive impression of self</p> <p>1.5 Explain how to get to know different clients</p> <p>1.6 Describe ways to build a rapport with different clients</p> <p>1.7 Describe methods of initiating conversation with a client or customer</p> <p>1.8 Explain how a personal trainer’s communication skills can influence the quality of information offered by a client</p> <p>1.9 Explain how a personal trainer’s communication skills can influence a client’s programme success</p> <p>1.10 Explain how a personal trainer’s communication style can influence a client’s motivation and commitment to making lifestyle changes</p> <p>1.11 Explain how non-verbal communication influences consultation and programme outcomes</p> <p>1.12 Describe the types of action that clients will see as adding value to their experience</p> <p>1.13 Describe the behaviours that will make a client feel special</p>
<p>2. Understand techniques used to effectively communicate and engage with clients</p>	<p>2.1 Describe the effective communication skills that can enhance a relationship between the personal trainer and their client</p> <p>2.2 Explain the difference between open and closed questions</p> <p>2.3 Describe the process of active listening</p> <p>2.4 Describe how to use affirming statements</p> <p>2.5 Describe how to use reflective statements effectively</p> <p>2.6 Describe types of non-verbal communication</p> <p>2.7 Explain how to adapt communication for a range of participant needs and types</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand techniques used to support clients making lifestyle behaviour changes	3.1 Identify techniques that can be used to determine a client's level of readiness to make a lifestyle change 3.2 Describe how techniques can be used to determine a client's level of readiness to make a lifestyle change 3.3 Explain how a process of goal-setting, monitoring, reviewing and evaluating can be used to support clients when making lifestyle behaviour changes 3.4 Explain how social support will influence the success of a client when attempting to make a lifestyle behaviour change 3.5 Explain how providing client education can support lifestyle behaviour changes 3.6 Explain how signposting a client to other services can support lifestyle behaviour changes 3.7 Identify techniques that can be used to help a client change their lifestyle behaviour 3.8 Describe techniques that can be used to help a client change their lifestyle behaviour
4. Understand how to create a positive environment that motivates and empowers clients to meet their desired goals	4.1 Explain how to create a positive environment that motivates and empowers clients to achieve their desired goals 4.2 Explain how the environment can have an effect on adherence to a behaviour change programme 4.3 Describe the environmental factors that can have a positive effect on adherence and achievement of goals

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>5. Know how to assess clients' health and fitness</p>	<p>5.1 Explain when it may be appropriate to carry out passive assessments on a client, to include:</p> <ul style="list-style-type: none"> • Resting heart rate • Resting blood pressure • Anthropometric measurements, including: <ul style="list-style-type: none"> • Height and weight (BMI) • Hip and waist • Other girth measurements, for example, chest, arms, thighs, calves • Body composition <p>5.2 Explain when it may be appropriate to carry out active assessments on a client, to include:</p> <ul style="list-style-type: none"> • Cardiovascular fitness tests • Muscular endurance tests • Muscular strength tests • Motor skills tests • Flexibility tests <p>5.3 Analyse the strengths and limitations of the assessments identified in 5.1 and 5.2 in relation to VARTEC:</p> <ul style="list-style-type: none"> • Validity • Accuracy • Reliability • Time • Equipment • Cost <p>5.4 Describe established protocols for the assessments identified in 5.1 and 5.2</p> <p>5.5 Explain how the findings of health and fitness assessments could affect a client's health and/or exercise performance</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Know how to assess a client's static and dynamic posture using established protocols	<p>6.1 Explain when it may be appropriate to carry out static and dynamic posture assessments on clients</p> <p>6.2 Analyse the strengths and limitations of static and dynamic posture assessments in relation to VARTEC:</p> <ul style="list-style-type: none"> • Validity • Accuracy • Reliability • Time • Equipment • Cost <p>6.3 Describe how to carry out a static posture assessment</p> <p>6.4 Describe how to carry out an overhead squat assessment</p> <p>6.5 Recognise what to look for when carrying out a static posture assessment</p> <p>6.6 Recognise what to look for when carrying out an overhead squat assessment</p> <p>6.7 Explain how the findings of static and dynamic posture assessments could affect a client's health and/or exercise performance</p> <p>6.8 Recognise that postural imperfections and irregular movement patterns do not always require correcting, and explain the reasons why</p>
7. Understand how technological advancements can help clients increase their activity levels and stay motivated and focused	<p>7.1 Describe major technological developments in health, fitness and exercise</p> <p>7.2 Describe how information technology (IT) applications are used to support, enhance and manage health and fitness assessments</p> <p>7.3 Describe how data can be used to inform the implementation of specific client exercise programmes</p> <p>7.4 Explain how current technology can help clients to increase their activity levels, for example:</p> <ul style="list-style-type: none"> • Pedometers • Heart rate monitors • Mobile phone applications • Wearable technologies <p>7.5 Explain how current technology can help clients stay motivated and focussed to help them achieve their goals</p> <p>7.6 Describe ways that health, fitness and exercise professionals can engage with their clients, using current technology, to facilitate increased motivation and goal achievement</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Understand how to monitor and interpret client data from a range of current information technology (IT) applications	8.1 Describe how information technology (IT) applications are used to support, enhance and manage the analysis of collected assessment data 8.2 Describe the process of gathering client data using a range of current information technology (IT) applications 8.3 Identify methods of monitoring client data from a range of current information technology (IT) applications 8.4 Explain how to interpret gathered client data from a range of current information technology (IT) applications
9. Be able to establish a rapport and engage clients in conversation about their health and fitness	9.1 Initiate conversation with a client and conduct an appropriate self-introduction 9.2 Demonstrate effective consultation/helping skills 9.3 Communicate with clients using a range of appropriate techniques 9.4 Communicate in a way that encourages and motivates clients 9.5 Ask open-ended questions that encourage the client to speak at length 9.6 Use active listening to create a rapport with the client 9.7 Use appropriate non-verbal communication to develop a rapport with the client 9.8 Use simple and complex reflective statements to progress conversation 9.9 Focus conversation on topics that are relevant to the client's specific health and fitness aims

Learning outcomes The learner will:	Assessment criteria The learner can:
10. Be able to collect meaningful information about clients	10.1 Describe the pre-test guidelines that clients should follow to ensure a fair, accurate and comparable assessment 10.2 Use a validated health-screening questionnaire to screen a client for medical conditions 10.3 Explain the process for signposting a client to a medical or healthcare professional if necessary 10.4 Implement a process of informed consent prior to collecting personal details from a client 10.5 Collect meaningful personal, physical activity, nutritional and lifestyle information from clients 10.6 Record the content of verbal discussions accurately 10.7 Use established protocols to safely and effectively carry out a range of assessments on a client, to include: <ul style="list-style-type: none"> • Passive assessments • Active assessments • Static posture assessments • Overhead squat assessments 10.8 Use collected data to perform calculations and risk stratification 10.9 Interpret information collected during health screening and fitness assessment to identify strategies that will support the client in improving their health and/or exercise performance
11. Be able to assess clients' readiness to change behaviour	11.1 Help the client to identify specific lifestyle behaviours that they have reason to change in order to achieve their health and fitness aims 11.2 Determine a client's level of readiness to change a specified lifestyle behaviour 11.3 Help clients to identify their personal barriers to making lifestyle changes 11.4 Use techniques to help clients identify ways of overcoming barriers to lifestyle change

Learning outcomes The learner will:	Assessment criteria The learner can:
12. Be able to facilitate goal-setting and action planning	12.1 Determine whether a client is ready to set physical activity and lifestyle goals 12.2 Explain the process of goal-setting and action planning to the client 12.3 Assist a client to set specific, measurable, achievable, relevant and time-bound (SMART) goals with short-, medium- and long-term time frames for each lifestyle behaviour relevant to their goal 12.4 Advise a client on realistic and safe time frames for physiological adaptation 12.5 Highlight the importance of changing complementary lifestyle behaviours relevant to the client's goals 12.6 Raise the client's awareness of the need to change a specified lifestyle behaviour in relation to a stated goal 12.7 Help the client to identify the discrepancies between their current lifestyle behaviours and the behaviours required in order to achieve their stated goals
13. Be able to provide relevant information to clients	13.1 Determine what information is relevant to the client 13.2 Provide credible information to the client 13.3 Signpost clients to relevant products and services that may increase their capability or opportunity to make lifestyle behaviour changes 13.4 Explain the benefits of making healthy lifestyle behaviour changes to clients 13.5 Reinforce the benefits of positive lifestyle behaviour changes that the client expresses an interest in making 13.6 Explain how to include everyday physical activities as part of a client's lifestyle to complement exercise sessions
14. Be able to close sessions in a way that encourages ongoing client motivation and goal achievement	14.1 Schedule programme reviews with clients 14.2 Explain how repeating assessment measurements using consistent protocols enables progress to be determined 14.3 Explain the expected changes in measurements and assessments to clients 14.4 Explain the benefits of reviewing client progress against planned targets at agreed intervals 14.5 Agree a communication and support strategy between personal training sessions
15. Be able to use information technology (IT) applications in line with legislation and professional standards	15.1 Use appropriate information technology (IT) applications to manage the effectiveness of a client's exercise programme 15.2 Collect, record and analyse data, adhering to legal, ethical and professional standards

Learning outcomes The learner will:	Assessment criteria The learner can:
16. Be able to evaluate and adapt own communication styles	16.1 Interpret and evaluate own communication styles 16.2 Collect feedback from clients relating to own communication styles 16.3 Identify ways to adapt own communication styles for a range of client types
Assessment	Assignment Worksheets Modular summative observations

Unit 21 M/617/4000 Level: 3**Unit Title:** Personal training for individuals and groups in a range of environments

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of safe and effective personal training programme design	1.1 Describe the current evidence-based frequency, intensity, time and type (FITT) guidelines for safe exercise programme design for healthy adults 1.2 Describe guidelines for programme design to minimise injury risk and optimise recovery between training sessions and enable physiological adaptation to occur 1.3 Describe a range of training methods/techniques that can be used to meet the needs of clients with a range of goals and ability levels, to include: <ul style="list-style-type: none">• Muscular endurance techniques• Hypertrophy/strength techniques• Cardiovascular techniques• Functional techniques• Flexibility techniques 1.4 Explain how an exercise technique can be regressed, progressed or modified using a range of variables to ensure that it meets a client's needs and goals 1.5 Explain how to select exercises, training protocols, equipment and environments that meet a client's goals, ability level and preferences 1.6 Identify ways to observe and refine a client's technique and postural alignment to maximise movement efficiency and performance
2. Understand the principles of periodisation and how they can be used effectively to meet client goals and needs	2.1 Describe the principles of periodised programme design 2.2 Describe a range of periodised programme designs 2.3 Explain how to apply the principles of periodisation to programmes for a range of goals and client needs, to include: <ul style="list-style-type: none">• Health-related clients• General fitness clients• Fitness or sporting clients working towards an event• Hypertrophy or strength-related clients

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Know how to safely and effectively integrate the use of alternative environments into personal training sessions</p>	<p>3.1 Describe the types of alternative environments that can be used for fitness training, to include:</p> <ul style="list-style-type: none"> • Outdoor environments • Indoor environments <p>3.2 Explain the benefits and disadvantages of each training location</p> <p>3.3 Identify the legal and regulatory requirements for health and safety specific to outdoor fitness training</p> <p>3.4 Identify possible hazards and risks in outdoor fitness training environments</p> <p>3.5 Describe how to manage identified risks in outdoor fitness training environments</p> <p>3.6 Describe how training systems can be used when designing an outdoor fitness programme</p> <p>3.7 Identify a range of exercises suitable for outdoor fitness training</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>4. Be able to plan safe and effective exercise sessions in alternative environments</p>	<p>4.1 Manage the health and safety of the chosen training environment</p> <p>4.2 Plan exercise sessions in alternative environments using a safe and effective session structure to meet the client's needs and goals, to include:</p> <ul style="list-style-type: none"> • Warm-up • Main workout • Cool-down <p>4.3 Select safe and effective exercises/equipment for inclusion in exercise sessions in alternative environments that are appropriate to the client's needs, for example:</p> <ul style="list-style-type: none"> • Medicine balls • Kettlebells • Suspension equipment • Resistance bands • Resistance tubes • Hand weights • Weighted bags • SAQ ladders • Ropes <p>4.4 Plan exercises that make effective use of the exercise environment, for example:</p> <ul style="list-style-type: none"> • Trees • Steps/stairs • Benches • Fences/gates • Hills • Park equipment • Lamp posts <p>4.5 Plan adaptations and modifications to regress, progress and accommodate different client needs</p> <p>4.6 Record the session plan using an appropriate format</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Be able to deliver safe and effective exercise sessions in alternative environments	5.1 Use appropriate techniques and communication skills to: <ul style="list-style-type: none"> • Greet clients • Build a rapport • Gather information and check readiness to exercise 5.2 Provide appropriate advice and guidance in response to information gathered, to include: <ul style="list-style-type: none"> • When to signpost to a medical professional • When to defer, and • When to allow participation 5.3 Explain the appropriate health and safety considerations to clients 5.4 Use appropriate instructional and coaching methods to support clients' performance 5.5 Instruct a safe and effective warm-up 5.6 Instruct a safe and effective main workout 5.7 Instruct a safe and effective cool-down component 5.8 Monitor exercise intensity 5.9 Monitor exercise safety 5.10 Adapt or modify exercises, as appropriate, to accommodate clients' needs and the environment 5.11 Respond accurately/appropriately to clients' questions 5.12 Use motivation techniques that are appropriate to the component and clients' needs 5.13 Use appropriate language and tone that is clear, encouraging and supports clients' goals
6. Know a range of group personal training options available to clients	6.1 Describe a range of group personal training methods, to include: <ul style="list-style-type: none"> • Gym floor classes/'fast classes' • Private-group personal training • Group training in alternative environments • Special population classes, for example: <ul style="list-style-type: none"> • Older adults • Pre and postnatal 6.2 Explain the benefits and challenges of delivering group personal training sessions 6.3 Explain how to match client needs to specific group personal training sessions

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Know how to plan safe and effective group personal training sessions	<p>7.1 Identify the health and safety considerations when planning group personal training sessions</p> <p>7.2 Outline a safe and effective session structure, to include:</p> <ul style="list-style-type: none"> • Warm-up • Main workout • Cool-down <p>7.3 Identify safe and effective exercises/equipment for inclusion in group personal training sessions</p> <p>7.4 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different clients' needs</p> <p>7.5 Describe how the main workout can be planned to meet the needs of different clients, for example:</p> <ul style="list-style-type: none"> • Fitness level/experience (beginner/intermediate/advanced) • Goals (general fitness/weight loss/muscular fitness/cardiovascular fitness/motor fitness) • Time available <p>7.6 Describe how to incorporate the use of a partner or group in personal training sessions</p>
8. Be able to deliver safe and effective small-group personal training sessions	<p>8.1 Use appropriate techniques and communication skills to:</p> <ul style="list-style-type: none"> • Greet clients • Build a rapport • Gather information and check readiness to exercise <p>8.2 Provide appropriate advice and guidance in response to information gathered, to include:</p> <ul style="list-style-type: none"> • When to signpost to a medical professional • When to defer, and • When to allow participation <p>8.3 Explain the appropriate health and safety considerations to clients</p> <p>8.4 Use appropriate instructional and coaching methods to support clients' performance</p> <p>8.5 Deliver a safe and effective warm-up</p> <p>8.6 Deliver a safe and effective main workout</p> <p>8.7 Deliver a safe and effective cool-down component</p> <p>8.8 Monitor exercise intensity</p> <p>8.9 Monitor exercise safety</p> <p>8.10 Adapt or modify exercises, as appropriate, to accommodate clients' needs</p> <p>8.11 Respond accurately/appropriately to clients' questions</p> <p>8.12 Use motivation techniques that are appropriate to the component and clients' needs</p> <p>8.13 Use appropriate language and tone that are clear, encouraging and support clients' goals</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
9. Understand the scope and professional boundaries of personal training for pre and postnatal women	9.1 Explain the value of physical activity for pre and postnatal clients 9.2 Describe exercise contraindications and safety considerations for pre and postnatal women 9.3 Describe appropriate types of activity for a pre or postnatal client 9.4 Identify any specific risks for a pre or postnatal client when participating in physical activity 9.5 Describe ways to manage the identified risks
10. Understand the scope and professional boundaries of personal training for older adults	10.1 Explain the value of physical activity for the older person 10.2 Outline medical conditions commonly associated with old age 10.3 Describe exercise contraindications and safety considerations for older adults 10.4 Describe a range of safe and effective exercises/physical activities suitable for older adults 10.5 Identify any specific risks for the older adult 10.6 Describe ways to manage the identified risks
11. Be able to design safe and effective personal training programmes and session plans	11.1 Design exercise programmes that align with credible evidence-based guidelines for frequency, intensity, time and type 11.2 Design exercise programmes that take into account individual clients' needs and preferences 11.3 Design programmes that include exercises that are specific to client goals 11.4 Design programmes that include training techniques that are specific to clients' aims and appropriate for their ability level 11.5 Select exercise environments that align with client preferences and enable exercise to be performed safely 11.6 Design sessions and programmes that follow established guidelines for preparation and recovery to minimise injury risk and optimise adaptation and performance 11.7 Design progressive exercise programmes that apply the principles of periodisation
12. Be able to provide a session introduction that prepares the client for exercise	12.1 Assess client readiness to participate in the planned session 12.2 Explain the content and structure of the planned session in relation to the client's goals and ability 12.3 Encourage client questions and feedback to enable modification of the planned session 12.4 Outline health and safety information specific to the planned activities and session environment

Learning outcomes The learner will:	Assessment criteria The learner can:
13. Be able to instruct safe and effective exercise technique	13.1 Instruct the client to perform exercises with correct technique and postural alignment 13.2 Use appropriate verbal, visual and kinaesthetic cues to correct client exercise technique and improve movement quality 13.3 Positively reinforce correct exercise performance to build self-efficacy 13.4 Observe movement accurately and identify valid strategies to improve the client's exercise technique 13.5 Provide modifications of exercise technique to enable safe and effective execution of the movement, as required
14. Be able to monitor a client during exercise sessions	14.1 Monitor exercise performance, intensity and client feedback 14.2 Adapt the level of exercise complexity and intensity in response to monitoring observations 14.3 Monitor the exercise environment to ensure client safety and comfort
15. Be able to provide motivation and encouragement	15.1 Use appropriate motivational strategies with clients during sessions 15.2 Use techniques to increase client motivation to adhere to lifestyle changes between sessions 15.3 Encourage clients to adhere to planned lifestyle behaviour changes
16. Be able to monitor client progress and adapt the programme accordingly	16.1 Keep accurate records of session performance to enable progress to be tracked over time 16.2 Adapt planned session content and record changes made in response to client progress and feedback 16.3 Keep accurate records of changes made to the programme and sessions
17. Be able to review client progress and satisfaction	17.1 Review client performance and satisfaction at the end of sessions 17.2 Request feedback on client satisfaction with the personal training programme and service 17.3 Request feedback on ways to improve own performance in delivering personal training sessions
Assessment	Case study Worksheets Modular summative observations Summative observation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal and professional requirements for personal training	1.1 Summarise the Equality Act and relate it to personal training 1.2 Describe the scope of practice of a personal trainer 1.3 Explain the importance of professionalism for a personal trainer 1.4 Explain the standards expected of a personal trainer 1.5 Evaluate the consequences of employers, employees and self-employed persons not following the legal and professional requirements
2. Understand health and safety in the workplace	2.1 Describe the responsibilities of an employer for health and safety in the workplace 2.2 Describe the responsibilities of an employee for health and safety in the workplace 2.3 Describe the responsibilities of the self-employed person for health and safety in the workplace 2.4 Explain the term 'duty of care' relating to the health and safety and welfare of: <ul style="list-style-type: none"> • self • other staff or professionals • clients • special population groups 2.5 Evaluate the consequences of employers, employees and self-employed persons not following the legal requirements
3. Understand the requirements of a self-employed individual	3.1 Explain the requirements for the self-employed in the UK, to include: <ul style="list-style-type: none"> • registration • keeping business records • completing a self-assessment tax return • paying income tax • business expenses 3.2 Describe the insurance requirements for being a self-employed individual 3.3 Explain the demands of running a successful personal training business

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the legal and professional requirements for the management of personal information and records	4.1 Summarise the Data Protection Act to explain the legal requirements for the collection, usage, storage and disposal of personal information and records 4.2 Explain the importance of accurate and confidential record keeping 4.3 Explain the importance of maintaining standards when collecting, recording and using data from and on information technology (IT) applications 4.4 Evaluate the consequences of employers, employees and self-employed persons not following the legal and professional requirements
5. Understand marketing techniques and tactics	5.1 Define the term 'marketing' 5.2 Explain the role of marketing a personal training business 5.3 Identify the factors that influence marketing decisions 5.4 Explain the components of a marketing mix 5.5 Evaluate the advantages and disadvantages of common marketing methods or techniques for a personal training business 5.6 Explain the purpose of a marketing plan/strategy for a personal training business 5.7 Evaluate different methods of market research 5.8 Explain how to conduct market research for a personal training business 5.9 Describe methods of analysing results/data from market research activities 5.10 Explain the importance of setting goals for marketing performance 5.11 Explain the importance of personal characteristics and interpersonal skills when marketing self and the personal training business 5.12 Identify ways to positively promote self and personal training business using a range of resources 5.13 Describe the potential damage of a negative digital profile
6. Understand how to close a sale	6.1 Explain the importance of building rapport and gaining commitment from prospective clients prior to closing a sale 6.2 Explain the importance of taking action to close a sale 6.3 Describe ways to gain commitment and close sales

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Understand how to set budgets and manage finances in a personal training business	7.1 Describe the purpose of an annual budget 7.2 Explain the purpose of income and expenditure budgeting 7.3 Explain how to forecast cash flow 7.4 Define gross profit 7.5 Define net profit 7.6 Give examples of typical business costs included in a budget 7.7 Explain the difference between direct and indirect costs 7.8 Describe the purpose of a balance sheet and profit and loss account 7.9 Describe the purpose of key performance indicators (KPIs) 7.10 Describe how additional services or products will benefit clients 7.11 Describe how clients' use of additional services or products will benefit a personal training business
8. Understand how to monitor and interpret business data from a range of current information technology (IT) applications	8.1 Describe the process of gathering business data using a range of current information technology (IT) applications 8.2 Identify methods of monitoring business data from a range of current information technology (IT) applications 8.3 Explain how to interpret gathered business data from a range of current information technology (IT) applications
9. Understand how information technology (IT) applications are used to support effective business planning and delivery	9.1 Identify current information technology (IT) applications that are used to support effective business planning and delivery 9.2 Identify ways information technology (IT) applications can be used to support effective business planning and delivery 9.3 Describe the risks and benefits of using information technology (IT) applications to support effective business planning and delivery 9.4 Evaluate technologies that support effective business planning and delivery

Learning outcomes The learner will:	Assessment criteria The learner can:
10. Understand the professional and personal importance of continuing professional development (CPD)	10.1 Explain the benefits of reflection and continuing professional development (CPD) 10.2 Explain how to reflect on own work and highlight ways of improving skills, knowledge and practice 10.3 Describe how to work with others to evaluate own skills, knowledge and practice 10.4 Explain how to plan own continuing professional development 10.5 Outline the importance of being able to plan, organise and manage own time effectively 10.6 Explain how to access sources of information required to fulfil continuing professional development 10.7 Explain how being an effective communicator can enhance the development of professional opportunities, to include: <ul style="list-style-type: none"> • verbal communication • written communication
11. Be able to plan and strategise to develop a successful personal training business	11.1 Produce business objectives and key performance indicators (KPIs) to measure the success of a personal training business 11.2 Identify strategies to retain existing and gain new clients in a personal training business 11.3 Identify contingency plans to allow adaptation of strategies to ensure development and sustainability in line with key performance indicators 11.4 Plan regular review points to monitor and evaluate the personal training business in line with key performance indicators (KPIs) and business objectives 11.5 Evaluate own strengths, weaknesses, opportunities and threats in relation to starting and running a personal training business 11.6 Develop a personal action plan to address own strengths, weaknesses, opportunities and threats 11.7 Develop relevant marketing strategies to engage and attract prospective clients 11.8 Identify additional services or products that may interest clients 11.9 Identify opportunities for offering clients additional services or products
Assessment	Assignment

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

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

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to prepare for an activity session	1.1 Prepare themselves for the activity session 1.2 Prepare the equipment and environment for the planned activity session 1.3 Carry-out pre-activity screening
2. Be able to deliver a safe and effective activity session	2.1 Describe the aims and content of the activity session 2.2 Explain the rules and techniques required for the activity session 2.3 Lead safe and effective warm-up activities 2.4 Lead a safe and effective main activity 2.5 Lead safe and effective cool-down activities
3. Be able to manage participants during an activity session	3.1 Communicate clearly with participants according to their needs 3.2 Motivate participants appropriately 3.3 Give clear and supportive feedback to participants 3.4 Gain feedback from participants about the activities 3.5 Respond appropriately to participant's feedback and questions about the activities 3.6 Demonstrate balancing the needs of individual participants with those of the group 3.7 Demonstrate how to reinforce safe and effective movement technique during the activity session
4. Bring the activity session to an end	4.1 Prepare the participants to finish their activities 4.2 Feedback to participants to include: <ul style="list-style-type: none"> • feedback on performance • information on future sessions 4.3 Oversee participants' safe and orderly departure from the activity session 4.4 Leave equipment and facilities in an orderly fashion following an activity session
5. Be able to evaluate the activity session	5.1 Review the safety and effectiveness of the session 5.2 Review how motivational the session was for the participants 5.3 Identify the changes/adaptations that could be made to the activity sessions 5.4 Complete an evaluation of the session 5.5 Prepare an action plan for improvement and/or progression of future sessions
Assessment	Summative observed session Session self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the health and safety requirements relevant to coaching in different environments</p>	<p>1.1 Explain the importance of health and safety when coaching in different environments</p> <p>1.2 Describe the different types of environment that can be used for coaching activity sessions, for example:</p> <ul style="list-style-type: none"> • outdoor or indoor sports pitches • sports halls • studios • village halls • multi-purpose rooms • parks <p>1.3 Describe the different types of equipment that can be used for coaching activity sessions, for example:</p> <ul style="list-style-type: none"> • cones and markers • agility equipment • fitness equipment • sports equipment <p>1.4 Identify key legal and regulatory requirements for health and safety relevant to coaching in different environments, to include the Health and Safety at Work Act and requirements from national governing bodies (NGB)</p> <p>1.5 Describe the responsibilities of the employer for health and safety in different coaching environments</p> <p>1.6 Describe the responsibilities of the employee for health and safety in different coaching environments</p> <p>1.7 Describe the responsibilities of the self-employed person for health and safety in different coaching environments</p> <p>1.8 Explain the term 'duty of care' relating to the health and safety and welfare of:</p> <ul style="list-style-type: none"> • self • other staff or professionals • adults • children • special population groups <p>1.9 Evaluate the consequences of employers, employees and the self-employed not following the legal requirements</p> <p>1.10 Identify the roles and responsibilities of different personnel for ensuring the health and safety of individuals taking part in coaching sessions in different environments</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand how to maintain safe facilities and equipment in different coaching environments	2.1 Explain the importance of cleaning and maintenance in different coaching environments 2.2 Describe how standards of cleanliness are maintained in different coaching environments 2.3 Describe the principle uses and precautions for a range of cleaning substances used in different coaching environments 2.4 Describe the types of personal protective equipment that are necessary for cleaning operations in different coaching environments 2.5 Describe how to maintain the safety of customers and other staff while showing courtesy and consideration when carrying out cleaning operations 2.6 Describe how to deal with spillages, breakages and waste in a coaching environment 2.7 Explain the importance of safe storage and maintenance of equipment, to include: <ul style="list-style-type: none"> • coaching equipment • cleaning equipment
3. Understand safe working practices relating to the Control of Substances Hazardous to Health (COSHH) Regulations	3.1 Describe the types of substances commonly used in a coaching environment that would be covered by COSHH 3.2 List the problems caused by hazardous substances 3.3 Define the requirements of employers and employees, as stated in the COSHH Regulations 3.4 List the types of information provided in COSHH assessments 3.5 Describe why COSHH assessments are important
4. Understand how to control hazards and risks while coaching in different environments	4.1 Explain what is meant by a 'hazard' 4.2 Explain what is meant by 'risk' 4.3 Describe the five steps of risk assessment 4.4 Explain how to determine levels of risk 4.5 Explain how to evaluate whether levels of risk are acceptable 4.6 Describe how to control risks associated with hazards in a sports, fitness and outdoor environment
5. Understand the key health and safety documents that are relevant for coaching in different environments	5.1 Explain a range of policies and procedures that are essential for maintaining health and safety of customers and staff 5.2 State the importance of having written systems of work, to include: <ul style="list-style-type: none"> • normal operating procedures (NOPs) • emergency action plans (EAPs) 5.3 Describe the key areas that should be included in a normal operating procedure 5.4 Describe the key areas that should be included in an emergency action plan

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand incident and emergency procedures for coaching in different environments	6.1 Describe what is meant by an ‘incident’ 6.2 Describe what is meant by an ‘emergency’ 6.3 Describe the types of incidents and emergencies that may occur in different coaching environments 6.4 Identify the potential causes of common incidents and emergencies that may occur in different coaching environments 6.5 Explain the procedures to follow if an emergency occurs during a coaching session 6.6 Describe the roles that different staff and external services play during an incident or emergency 6.7 Explain the importance of following emergency procedures calmly and correctly 6.8 Describe how to maintain the safety of people involved in typical incidents or emergencies, including: <ul style="list-style-type: none"> • children • older people • disabled people 6.9 Summarise the reporting and recording procedures that must be followed in the event of an incident or emergency
7. Understand security procedures while coaching in different environments	7.1 Describe the types of security procedures that may apply while coaching in different environments 7.2 Give examples of potential security problems that may occur while coaching in different environments 7.3 Describe how a coach should respond to potential security problems in different environments 7.4 Describe how managers of different coaching environments should respond to potential security problems 7.5 Describe the procedures that should be in place to maintain security in different coaching environments
8. Be able to control hazards and risks in different coaching environments	8.1 Identify the potential hazards in a coaching environment that may lead to an incident or emergency, relating to: <ul style="list-style-type: none"> • the environment • equipment • working practices, including lifting and handling of equipment • behaviour • security • hazardous substances • hygiene 8.2 Complete a risk assessment on the potential hazards identified in a coaching environment 8.3 Analyse the risk assessment to design and implement appropriate risk minimisation strategies
Assessment	Assignment Worksheet

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

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand safeguarding children and vulnerable adults</p>	<p>1.1 Describe what is meant by the safeguarding of children and vulnerable adults</p> <p>1.2 Outline the current legislation, guidelines, policies and procedures that are in place to safeguard and protect children and vulnerable adults, to include:</p> <ul style="list-style-type: none"> • Disclosure and Barring Service (DBS) • Duty of care • Data protection/confidentiality • Parent/carer consent • E-safety • Record-keeping • Information handling and sharing <p>1.3 Describe working practices that safeguard and protect children and vulnerable adults</p> <p>1.4 Explain their role and responsibilities for safeguarding children and vulnerable adults with whom they come into contact</p> <p>1.5 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding</p> <p>1.6 Explain the procedures that should be followed if abuse or harm is suspected</p> <p>1.7 Explain the different types of bullying and the potential effects on children and vulnerable adults</p> <p>1.8 Explain how to support a child or vulnerable adult and/or their family when bullying is suspected or alleged</p> <p>1.9 Explain the procedures that should be followed if a child or vulnerable adult alleges harm or abuse</p> <p>1.10 Explain the rights that children, vulnerable adults and their carers have in situations where harm or abuse is suspected or alleged</p> <p>1.11 Describe the role of families, parents and carers as partners when working with children and vulnerable adults</p> <p>1.12 List the sources of information available to support the safeguarding and protection of children and vulnerable adults</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand how to safeguard and protect children and vulnerable adults from radicalisation and extremism	2.1 Define the term ‘radicalisation’ 2.2 Define the term ‘extremism’ 2.3 Define the term ‘terrorism’ 2.4 Describe what is meant by ideology 2.5 Identify different forms of extremism 2.6 Identify factors that influence a person’s vulnerability to radicalisation 2.7 Describe how extreme groups target children and vulnerable adults with the intent of radicalising them 2.8 Identify the possible behavioural changes in an individual that may have been radicalised 2.9 Identify the current, government-backed organisations involved in tackling radicalisation and extremism and explain their purpose 2.10 Understand how to report an instance of extremism or radicalisation
3. Understand effective communication approaches when working with children and vulnerable adults	3.1 Explain the importance of effective communication when developing positive relationships with children and vulnerable adults 3.2 Describe how to communicate effectively with children and vulnerable adults in different environments 3.3 Explain the importance of non-verbal communication 3.4 Explain how to adapt communication with children and vulnerable adults, giving consideration to: <ul style="list-style-type: none"> • the age of the child or young person • communication difficulties 3.5 Describe how to address potential barriers to communication and engagement with children and vulnerable adults 3.6 Explain the importance of demonstrating respect when communicating with children and vulnerable adults 3.7 Describe how to establish a rapport and respectful relationships with children and vulnerable adults, their families and carers 3.8 Explain how a person’s attitude and behaviour can affect the development of a rapport with children, vulnerable adults and their families/carers

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>4. Understand the psychological and social issues faced by children and vulnerable adults</p>	<p>4.1 Describe the psychological issues that may affect children and vulnerable adults, for example:</p> <ul style="list-style-type: none"> • low self-esteem/self-belief • stress and anxiety • body image <p>4.2 Explain how to support children and vulnerable adults in developing self-confidence and self-esteem</p> <p>4.3 Describe the social issues that may affect children and vulnerable adults, for example:</p> <ul style="list-style-type: none"> • peer groups • social media • bullying • smoking • drugs • alcohol • knife/gang crime <p>4.4 Describe how the performance capabilities of children and vulnerable adults are affected by their physical, mental, cognitive and emotional development</p>
Assessment	eAssessment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the stages of adolescent development	1.1 Describe the three stages of adolescence: <ul style="list-style-type: none"> • early • middle • late 1.2 Summarise the characteristics of physical development in adolescents 1.3 Summarise the characteristics of mental and emotional development in adolescents
2. Know how to assess teenage obesity	2.1 Outline the national statistics in relation to teenage obesity 2.2 Calculate BMI for adolescents 2.3 Define the classifications for the following BMI ranges: <ul style="list-style-type: none"> • underweight • healthy weight • overweight • obese 2.4 State the benefits and limitations of using BMI for adolescents 2.5 State the consequences of ignoring teenage obesity

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the physiological changes and the effects of physical activity in adolescents	3.1 Describe bone growth 3.2 List lifestyle factors that affect bone growth 3.3 State the growth characteristics in adolescents 3.4 State the potential effects of excessive training on adolescents 3.5 Describe the common growth-related injuries, to include: <ul style="list-style-type: none"> • growth plate fractures • severs disease • Osgood Schlatter’s disease • osteochondritis • scoliosis • Scheuermann’s disease 3.6 List ways of preventing growth-related injuries 3.7 Differentiate between the cardiorespiratory system of an adult and an adolescent 3.8 Describe the effects of physical activity on the cardiorespiratory system of an adolescent 3.9 Differentiate between the endocrine and hormonal system of an adult and an adolescent 3.10 Describe the implications of extended bouts of high-intensity training on an adolescent 3.11 Describe the effects of physical activity on the endocrine and hormonal systems of an adolescent
4. Understand the mental health issues and psychosocial challenges faced by adolescents	4.1 Describe the causes and effects of teenage mental health issues, for example: <ul style="list-style-type: none"> • depression • anxiety • addictions 4.2 List the social issues that can affect adolescents, for example: <ul style="list-style-type: none"> • smoking • drugs • alcohol • social media • body image • bullying • technology/gaming 4.3 Identify the common causes of eating disorders 4.4 Describe the signs of common eating disorders 4.5 List the barriers that adolescents may have in leading an active lifestyle

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Understand the nutritional needs of adolescents	5.1 Explain the importance of a balanced diet during adolescence 5.2 Identify important food sources to adolescent development and explain their value 5.3 Describe how adolescents typically develop poor eating habits 5.4 Explain the ways in which healthy eating can be encouraged
6. Understand the motivators and benefits of physical activity for adolescents	6.1 Describe the benefits of taking part in physical activities for an adolescent, to include: <ul style="list-style-type: none"> • physiological benefits • psychological benefits • social benefits 6.2 Give examples of motivators that would encourage adolescents to take part in physical activities, to include: <ul style="list-style-type: none"> • physiological motivators • psychological motivators • social motivators 6.3 Describe how the performance capabilities of adolescents are affected by their physical, mental, cognitive and emotional development 6.4 Give examples of how you would adapt physical activities for adolescents to reflect their performance capabilities
7. Understand how to encourage adolescents to adopt an active, healthy lifestyle	7.1 State the importance of promoting an active, healthy lifestyle 7.2 List ways in which adolescents can be inspired and motivated to become more active
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal and professional requirements for leading physical activity sessions	1.1 State the relevant UN guidelines on the rights of children/ adolescents 1.2 State the importance of maintaining professional boundaries when working with adolescents 1.3 Describe ways to maintain professional boundaries when working with adolescents, to include: <ul style="list-style-type: none"> • safeguarding children and vulnerable young adults • duty of care parental consent for those under 18 • storing and sharing of personal data 1.4 Explain the insurance requirements when working as a physical activity professional
2. Understand the key legislation and organisational requirements for safeguarding and protecting children and vulnerable adults	2.1 State what is meant by safeguarding children and vulnerable young adults 2.2 Give examples of where to seek advice and support on safeguarding and protecting children and young people 2.3 Give examples of an organisation's policies and procedures related to safeguarding and protecting children and young people 2.4 Explain the importance of following an organisation's safeguarding policy and procedures 2.5 Explain their responsibility when implementing the organisation's safeguarding policy and procedures; and state who is responsible for safeguarding and protecting children and young people within an organisation
3. Know the current recommended physical activity guidelines for adolescents	3.1 State the current Chief Medical Officer's physical activity guidelines for adolescents 3.2 State the current best practice when delivering the following for adolescents: <ul style="list-style-type: none"> • cardiovascular training • strength training • flexibility/mobility training • motor skills training

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand how to assess the suitability of physical activities and exercises for adolescents	4.1 Describe the benefits of pre-exercise screening 4.2 List appropriate physical activity/fitness tests for adolescents 4.3 Explain the benefits and limitations of using fitness tests with adolescents 4.4 Give examples of suitable open-ended questions to ask adolescents in order to assess their current activity levels
5. Understand how to select suitable activities and equipment for the stages of adolescence	5.1 Give examples of activities and equipment for each stage of adolescence specific to own area of expertise 5.2 Describe how to maintain safe behaviour in a physical activity session 5.3 List the types of activity that should be avoided and explain the reason for this
6. Understand how to lead safe and effective physical activity sessions for adolescents	6.1 List the instructional qualities that are essential when working with adolescents 6.2 Describe how to teach a safe and effective physical activity session 6.3 Give examples of how to adapt one's teaching approach when working with adolescents
7. Be able to plan a safe, effective and inclusive physical activity/fitness session for adolescents	7.1 Identify appropriate aims for the session 7.2 Identify potential risks and hazards that may affect the safety of the participants 7.3 Select appropriate activities and equipment for the session and the participants 7.4 Identify appropriate teaching points, adaptations and progressions 7.5 Create an inclusive physical activity session plan suitable for adolescents, to include: <ul style="list-style-type: none"> • warm-up • main component • cool-down
Assessment	Worksheet Assignment

Unit 30 Y/618/3435 **Level: 3****Unit Title:** Understand the principles of soft tissue dysfunction

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand soft tissue dysfunction	1.1 Differentiate between soft tissue injury and dysfunction 1.2 Explain the types of soft tissue injuries 1.3 Describe common causes of soft tissue injury 1.4 Differentiate between the severity of injuries 1.5 Describe common causes of soft tissue dysfunction 1.6 Describe signs and symptoms of soft tissue dysfunction
2. Understand the process of repair of soft tissue	2.1 Describe the process of soft tissue repair 2.2 Describe factors that may influence soft tissue repair 2.3 Explain the importance of the inflammatory process
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the scope of practice when minimising sports injury risk</p>	<p>1.1 Describe the scope of practice for minimising sports injury risk</p> <p>1.2 Explain how exercise can be used to minimise the risk of injury</p> <p>1.3 Describe different methods of carrying out postural assessments, to include:</p> <ul style="list-style-type: none"> • static assessments • dynamic assessments <p>1.4 Describe how static and dynamic postural assessments can be used to minimise the risk of injury</p>
<p>2. Be able to perform static and dynamic assessments with clients</p>	<p>2.1 Perform appropriate medical and lifestyle screening prior to any practical assessments</p> <p>2.2 Identify any previous injuries or current areas of risk</p> <p>2.3 Identify the client's current exercise/fitness goals</p> <p>2.4 Select appropriate static and dynamic assessments to meet the needs of the individual client</p> <p>2.5 Explain assessment protocol(s) and answer any questions clearly, checking individual understanding</p> <p>2.6 Obtain informed consent for planned assessments</p> <p>2.7 Perform a range of static postural assessments</p> <p>2.8 Perform a range of dynamic movement assessments, for example:</p> <ul style="list-style-type: none"> • exercise technique assessments (squat/shoulder press/ bench press) • gait analysis • performance movement analysis <p>2.9 Observe client movement patterns to identify variations from neutral posture and ideal technique</p> <p>2.10 Record observation findings in an appropriate manner to facilitate the understanding of other professionals if required</p> <p>2.11 Record and store information in a manner that adheres to legal and organisational requirements</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to analyse client assessment findings and identify dysfunction	3.1 Identify potential causes of posture/movement patterns that vary from neutral/ideal 3.2 Identify methods to focus on potential causes and assist in the development of potential solutions to minimise injury risk 3.3 Analyse the assessment results and prioritise dysfunction(s) and potential causes
4. Be able to plan exercise programmes for clients to reduce the risk of injury	4.1 Identify appropriate exercises to reduce dysfunctions that may increase the client's injury risk 4.2 Identify appropriate exercises that avoid movement patterns that may increase the client's injury risk 4.3 Incorporate appropriate exercises into an exercise programme that will progress a client towards their exercise/fitness goals whilst minimising their future injury risk
5. Be able to prepare for exercise programmes	5.1 Demonstrate understanding of the facility's health and safety guidelines including normal operating procedures (NOP) and emergency operating procedures (EOP) 5.2 Prepare the environment, equipment and resources for the session, checking safety and making adaptations where necessary 5.3 Assess client readiness to participate in the planned session, to include: <ul style="list-style-type: none"> • verbal medical/health/injury screening • psychological readiness and motivation 5.4 Explain the content and structure of the planned session in relation to the agreed goals and injury risk minimisation strategies 5.5 Encourage questions and feedback to enable appropriate modification of the planned session 5.6 Outline appropriate health and safety information specific to the planned activities

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>6. Be able to instruct an effective exercise session to improve client body alignment and movement quality</p>	<p>6.1 Deliver safe and effective warm-up activities</p> <p>6.2 Introduce each exercise, giving clear instructions and major teaching points related to injury risk minimisation strategies</p> <p>6.3 Use appropriate verbal, visual and kinaesthetic cues to correct technique and improve movement quality where required</p> <p>6.4 Use appropriate motivational strategies to facilitate and encourage optimal performance throughout the activity/exercise</p> <p>6.5 Monitor performance, intensity and individual feedback at all times</p> <p>6.6 Balance the focus of the exercise to stimulate physiological adaptation and maintain technical performance</p> <p>6.7 Modify and adapt exercises in response to performance and feedback</p> <p>6.8 Deliver safe and effective cool-down activities</p> <p>6.9 Leave the environment and equipment in a condition suitable for future use</p>
<p>7. Be able to evaluate the effectiveness of the session and modify programmes accordingly</p>	<p>7.1 Perform appropriate static and dynamic re-assessment at the end of the session to allow analysis of the effects of the session</p> <p>7.2 Collect client feedback about the session</p> <p>7.3 Analyse the effectiveness of the exercises selected</p> <p>7.4 Identify appropriate modifications to future sessions/programmes</p> <p>7.5 Discuss and agree modifications with client</p> <p>7.6 Record re-assessment, analysis and modifications appropriately, adhering to legal and organisational requirements</p>
<p>Assessment</p>	<p>Worksheet</p> <p>Summative observation – postural assessment</p> <p>Case study</p> <p>Summative observed session</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the legal and professional requirements for group training</p>	<p>1.1 Summarise the Equality Act and relate it to group training</p> <p>1.2 Describe the legal and ethical responsibilities regarding screening, recording information, record-keeping and client confidentiality</p> <p>1.3 Describe the scope of practice of a group trainer</p> <p>1.4 Explain the insurance requirements when working as a group trainer</p> <p>1.5 Explain the importance of having appropriate insurance when working as a group trainer</p> <p>1.6 Explain the licensing requirements when working as a group trainer, for example, music brands</p>
<p>2. Understand how a group trainer can help all types of customer to have a positive exercise experience</p>	<p>2.1 Compare the differing needs of group training customers</p> <p>2.2 Identify ways that group training can meet the needs of different customers</p> <p>2.3 Identify ways that a group trainer can help customers have a positive exercise experience</p> <p>2.4 Identify ways that a group trainer can build social support and inclusion within an exercise environment</p> <p>2.5 Identify ways that a group trainer can obtain feedback from customers to support continued exercise adherence</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Understand the range of group training sessions offered by trainers and facilities</p>	<p>3.1 Identify the main types of group training sessions offered by trainers and facilities, for example:</p> <ul style="list-style-type: none"> • Boot camps • Circuit training • Gym floor classes • Abs/core • Running • Walking • Stretch • Relaxation and recovery • Outdoor military fitness • Game-based classes • Boxing-based fitness • Aerobics • Tennis fitness • Step • Barre • Suspension fitness • Body conditioning • Aerial • Chair-based exercise • Pre and postnatal • Older adults <p>3.2 Explain how to match customer needs to group training sessions offered by trainers or facilities</p> <p>3.3 Explain the importance of customer retention for group trainers and facilities</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>4. Understand the skills, motivations and behaviours needed by group trainers</p>	<p>4.1 Describe the common characteristics of people/ individuals who provide excellent customer care</p> <p>4.2 Describe the features of personal presentation that will make a positive impression on customers</p> <p>4.3 Explain the importance of making a positive first impression on customers</p> <p>4.4 Describe the attitude required when communicating with customers</p> <p>4.5 Describe how to carry out routine customer care tasks in a way that shows consideration for customers</p> <p>4.6 Explain the concept of professionalism</p> <p>4.7 Explain the importance of collaborative working in the delivery of an excellent customer experience</p> <p>4.8 Identify ways that a group trainer can positively influence customer retention</p> <p>4.9 Identify ways that a group trainer can build a rapport with customers</p> <p>4.10 Explain the importance of the group trainers making themselves available and approachable to users, for example, being available prior to a class/session</p> <p>4.11 Describe the differences between intrinsic and extrinsic motivators</p> <p>4.12 Identify the personal values of group trainers that motivate others to participate in exercise</p>
<p>5. Understand how to interact with customers in different situations</p>	<p>5.1 Describe how to communicate with dissatisfied customers</p> <p>5.2 Describe the skills required to deal with potentially volatile or unpleasant situations</p> <p>5.3 Identify responses and actions that may make problems worse</p> <p>5.4 Describe how to adapt their communication style, attitude and response to meet individual customer needs</p> <p>5.5 Describe how to inform customers when promises cannot be kept as a result of unforeseen circumstances</p> <p>5.6 Explain how, when and to whom problems can be referred to</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand personal and professional development	6.1 Explain the importance of the planning and reviewing cycle within personal and continuing professional development 6.2 Define continuing professional development 6.3 Explain the benefits of continuing professional development (CPD) for self, clients and organisations 6.4 Explain how to reflect on own work and highlight ways of improving skills, knowledge and practice 6.5 Describe how to work with others to evaluate own skills, knowledge and practice 6.6 Explain how to plan continuing professional development 6.7 Outline the roles and support available from the national governing body and professional associations to support continuing professional development
7. Understand the requirements of running own business	7.1 Explain the requirements for the self-employed in the UK, to include: <ul style="list-style-type: none"> • Registration • Keeping business records • Completing a self-assessment tax return • Paying income tax • Business expenses 7.2 Describe the insurance requirements for being a self-employed individual 7.3 Explain the importance of self-promotion and marketing own brand for business success 7.4 Explain how to promote your business and services 7.5 Explain the demands of running a successful business, to include: <ul style="list-style-type: none"> • Strategic planning (activities and finances) • Marketing • Regular reporting • Reviewing performance 7.6 Explain how to use social media profiles as a group trainer 7.7 Describe the benefits and risks of using social media platforms
Assessment	Assignment Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand health and safety in the workplace	1.1 Outline the rights and responsibilities of the employer for health and safety in the workplace 1.2 Outline the rights and responsibilities of the employee for health and safety in the workplace 1.3 Outline the health, safety and insurance requirements when hiring venues or facilities 1.4 Explain the term 'duty of care' relating to the health and safety of self and others 1.5 Identify the key legal and regulatory requirements that are relevant to health and safety in the workplace 1.6 Describe what may happen if employers and employees do not follow legal requirements
2. Understand hazards and risks in a group training environment	2.1 Describe the differences between a 'hazard' and a 'risk' 2.2 Identify the common hazards that may occur in a group training environment 2.3 Identify the five steps of risk assessment 2.4 Describe how to deal with common hazards and manage risk in the group training environment
3. Understand normal and emergency operating procedures in the workplace	3.1 State the importance of having written systems of work, to include: <ul style="list-style-type: none"> • Normal operating procedures (NOPs) • Emergency action plans (EAPs) • Risk assessments 3.2 Describe the key areas that should be included in a normal operating procedure 3.3 Describe the key areas that should be included in an emergency action plan
4. Understand how to clean and maintain portable equipment	4.1 Describe the appropriate checks required to ensure the safety and cleanliness of equipment 4.2 List the cleaning substances that can be used to clean equipment 4.3 Explain the importance of the safe storage and maintenance of equipment
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Know how to consult and support clients to change their exercise behaviour</p>	<p>1.1 Identify appropriate methods for screening and gathering information from clients and gaining their informed consent to exercise</p> <p>1.2 Recognise risk-stratification models used to assess risk</p> <p>1.3 Describe barriers to changing exercise behaviour</p> <p>1.4 Describe motivators for changing exercise behaviour</p> <p>1.5 Outline strategies for overcoming barriers and building client motivation</p> <p>1.6 Explain how to use communication to support clients at different stages of changing exercise behaviour</p> <p>1.7 Recognise different approaches to supporting clients to change their exercise behaviour</p> <p>1.8 Explain how SMART (specific, measurable, achievable, relevant/realistic and time-bound) goals can be used to support clients to change their exercise behaviour</p> <p>1.9 Differentiate between process and outcome goals for adherence</p> <p>1.10 Identify safe and realistic timeframes for the achievement of group goals</p> <p>1.11 Identify ways to monitor and review group progress</p> <p>1.12 Identify appropriate methods for recording and storing client information</p> <p>1.13 Identify other professionals that can support clients when their needs go beyond own scope of practice</p> <p>1.14 Recognise when to refer or signpost a client to other professionals</p>
<p>2. Understand the importance of a healthy lifestyle</p>	<p>2.1 Explain the health risks of being overweight or obese</p> <p>2.2 Describe the current prevalence of obesity in the UK</p> <p>2.3 Explain the risks of an unhealthy lifestyle</p> <p>2.4 Explain the benefits of a healthy lifestyle</p> <p>2.5 Identify the risks and benefits of exercise for the prevention and management of common health conditions</p> <p>2.6 Identify sources of evidence-based, credible health and well-being information</p>
<p>Assessment</p>	<p>Assignment</p> <p>Worksheet</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Know how to plan safe and effective group training sessions</p>	<p>1.1 Recognise a safe and effective session structure</p> <p>1.2 Identify safe and effective exercises/equipment for inclusion in group training sessions</p> <p>1.3 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different clients' needs</p> <p>1.4 Identify different ways of using music in a group training session, to include:</p> <ul style="list-style-type: none"> • Atmosphere • Motivation • Speed • Genre • Lyrics • Background <p>1.5 Describe the purpose of a warm-up and cool-down</p> <p>1.6 Describe appropriate exercises for inclusion in a warm-up and cool-down</p> <p>1.7 Describe the purpose and benefits of cardiovascular exercise</p> <p>1.8 Describe the purpose and benefits of muscular fitness and resistance exercises</p> <p>1.9 Describe the purpose and benefits of flexibility exercises</p> <p>1.10 Describe appropriate exercises to improve different components of fitness, to include:</p> <ul style="list-style-type: none"> • Muscular strength and endurance: body weight and use of small equipment, for example, bands, weights • Cardiovascular: low- and high-impact • Flexibility and mobility: static and dynamic stretching • Motor skills: coordination and balance, for example <p>1.11 Describe different methods for monitoring exercise intensity</p> <p>1.12 Explain how small equipment can be incorporated into group training sessions, for example, dumb-bells, barbells, resistance bands, balls, plyo box, foam rollers, tyres and battle ropes</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Be able to plan a safe and effective group training session</p>	<p>2.1 Identify potential risks and hazards that may affect the safety of clients in the chosen group training environment</p> <p>2.2 Select safe and effective exercises for all components of the session, which meet clients' needs, abilities and session goals</p> <p>2.3 Plan a safe and effective group training session to meet clients' needs and incorporate different components of fitness</p> <p>2.4 Plan adaptations and modifications to regress, progress and accommodate different clients' needs</p> <p>2.5 Select appropriate types of music for the group training session if applicable, for example:</p> <ul style="list-style-type: none"> • Atmosphere • Motivation • Speed • Genre • Lyrics • Background <p>2.6 Record the session plan using an appropriate format</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Be able to deliver a safe and effective group training session</p>	<p>3.1 Use appropriate techniques and communication skills to:</p> <ul style="list-style-type: none"> • Greet clients • Build a rapport • Gather information and check readiness to exercise <p>3.2 Provide appropriate advice and guidance in response to information gathered, to include:</p> <ul style="list-style-type: none"> • When to signpost to a medical professional • When to defer, and • When to allow participation <p>3.3 Use appropriate instructional and coaching methods to support clients' performance, to include:</p> <ul style="list-style-type: none"> • Demonstration • Explanation • Observation • Eye contact • Body language • Change of teaching position • Correction • Adaptation • Coaching points • Cueing • Praise and encouragement • Use of voice, to include: <ul style="list-style-type: none"> • Tone • Pitch • Variation in volume • Use of silence/no vocals • Scripting <p>3.4 Use appropriate music for components, where applicable for example, genre, speed, volume</p> <p>3.5 Use a head mic, where appropriate, to include:</p> <ul style="list-style-type: none"> • Correct set-up • Management of voice projection • Use of appropriate volume <p>3.6 Use appropriate exercises and movement patterns to accommodate different clients' needs</p> <p>3.7 Instruct a safe and effective warm-up</p> <p>3.8 Instruct a safe and effective cardiovascular component</p> <p>3.9 Instruct a safe and effective muscular fitness component</p> <p>3.10 Instruct a safe and effective cool-down component</p> <p>3.11 Explain the appropriate health and safety considerations to clients</p> <p>3.12 Monitor exercise intensity</p> <p>3.13 Monitor exercise safety</p> <p>3.14 Adapt or modify exercises, as appropriate, to accommodate clients' needs</p> <p>3.15 Respond accurately/appropriately to clients' questions</p> <p>3.16 Use motivation techniques that are appropriate to the component and clients' needs</p> <p>3.17 Use appropriate language and tone that is clear, encouraging and supports clients' goals</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to evaluate own practice	4.1 Gather feedback from clients to review and evaluate practice 4.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting clients' needs 4.3 Evaluate the effectiveness of instructional and coaching skills for meeting clients' needs 4.4 Evaluate the effectiveness of communication for meeting clients' needs 4.5 Identify ways to improve instructional and coaching skills and communication 4.6 Identify ways to improve session content for meeting clients' needs
Assessment	Session plans Summative observation Self-evaluation

Unit 36 H/617/1112 Level: 2**Unit Title:** Planning and instructing group training to music sessions

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to plan safe and effective group training sessions	<ol style="list-style-type: none">1.1 Recognise a safe and effective session structure1.2 Identify safe and effective exercises/equipment for inclusion in group training sessions1.3 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different clients' needs1.4 Describe the purpose of a warm-up and cool-down1.5 Describe appropriate exercises for inclusion in a warm-up and cool-down1.6 Describe the purpose and benefits of cardiovascular exercise1.7 Describe the purpose and benefits of muscular fitness and resistance exercises1.8 Describe the purpose and benefits of flexibility exercises1.9 Describe appropriate exercises to improve different components of fitness, to include:<ul style="list-style-type: none">• Muscular strength and endurance: body weight and use of small equipment, for example, bands, weights• Cardiovascular: low- and high-impact• Flexibility and mobility: static and dynamic stretching• Motor skills: coordination and balance, for example1.10 Describe different methods for monitoring exercise intensity1.11 Explain how small equipment can be incorporated into group training sessions, for example, dumb-bells, barbells, resistance bands and steps

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Understand how music and choreography can be incorporated in group training sessions</p>	<p>2.1 Identify different ways of using music to plan a group training to music session, to include:</p> <ul style="list-style-type: none"> • Beats, phrases and blocks • Choreography approaches, verse and chorus, 32 beat blocks <p>2.2 Identify appropriate types of music to use for different components of a session, to include:</p> <ul style="list-style-type: none"> • Speed/beats per minute (bpm) • Rhythm and tempo • Genre • Atmosphere • Motivation • Lyrics <p>2.3 Identify different dance, movement and exercise styles that can be integrated within a group training to music session, such as aerobics, step, dance cardio, body conditioning</p> <p>2.4 Identify different choreography methods that can be used to structure a group training to music session, to include:</p> <ul style="list-style-type: none"> • Verse and chorus • Reverse pyramid • Link part to whole • Add-on • Layering • Cross-phrasing • Pure repetition <p>2.5 Describe different methods of adapting choreography to accommodate different abilities and maintain class enjoyment, to include:</p> <ul style="list-style-type: none"> • Base moves (basic foot movement patterns) • Travel • Directional changes, including turns • Rhythm and speed • Levers • Arm patterns • Impact • Plane <p>2.6 Explain how changes to choreography affect intensity and complexity</p> <p>2.7 Describe the instructional skills required to instruct a group training to music session, to include:</p> <ul style="list-style-type: none"> • Mirroring • Right footing • Cueing to music • Demonstration • Scripting

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Be able to plan a safe and effective group training to music session</p>	<p>3.1 Identify potential risks and hazards that may affect the safety of clients in the chosen training environment</p> <p>3.2 Select safe and effective exercises for all components of the session, which meet clients' needs, abilities and session goals</p> <p>3.3 Plan a safe and effective group training to music session to meet clients' needs and incorporate different components of fitness</p> <p>3.4 Plan adaptations and modifications to regress, progress and accommodate different clients' needs</p> <p>3.5 Use an appropriate music breakdown to plan a group training to music session</p> <p>3.6 Select appropriate types of music to use for different components of an exercise to music session, to include:</p> <ul style="list-style-type: none"> • Speed/beats per minute (bpm) • Rhythm and tempo • Genre • Atmosphere • Motivation • Lyrics <p>3.7 Select appropriate dance and/or choreography styles to integrate within an exercise to music session</p> <p>3.8 Use appropriate methods of adapting choreography to accommodate different abilities and maintain enjoyment, to include:</p> <ul style="list-style-type: none"> • Base moves (basic foot movement patterns) • Travel • Directional changes, including turns • Rhythm and speed • Levers • Arm patterns • Impact • Plane <p>3.9 Record the session plan using an appropriate format</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>4. Be able to deliver a safe and effective group training to music session</p>	<p>4.1 Use appropriate techniques and communication skills to:</p> <ul style="list-style-type: none"> • Greet clients • Build a rapport • Gather information and check readiness to exercise <p>4.2 Provide appropriate advice and guidance in response to information gathered, to include:</p> <ul style="list-style-type: none"> • When to signpost to a medical professional • When to defer, and • When to allow participation <p>4.3 Use appropriate instructional and coaching methods to support clients' performance, to include:</p> <ul style="list-style-type: none"> • Demonstration and mirroring • Explanation • Observation • Eye contact • Body language • Change of teaching position • Correction • Adaptation • Coaching points • Cueing • Praise and encouragement • Right footing • Use of voice, to include: <ul style="list-style-type: none"> • Tone • Pitch • Variation in volume • Use of silence/no vocals <p>4.4 Use appropriate music for all components of the session, for example, speed, genre, volume</p> <p>4.5 Use appropriate movement and choreography patterns to accommodate different participants' needs</p> <p>4.6 Work to the music for appropriate components of the group training session</p> <p>4.7 Use of different choreography approaches, to include:</p> <ul style="list-style-type: none"> • Verse and chorus • Reverse pyramid • Link part to whole • Add-on • Layering • Cross-phrasing • Pure repetition

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p>4.8 Use a head mic, where appropriate, to include:</p> <ul style="list-style-type: none"> • Correct set-up • Management of voice projection • Use of appropriate volume <p>4.9 Use appropriate exercises and movement patterns to accommodate different clients' needs</p> <p>4.10 Instruct a safe and effective warm-up</p> <p>4.11 Instruct a safe and effective cardiovascular component</p> <p>4.12 Instruct a safe and effective muscular fitness component</p> <p>4.13 Instruct a safe and effective cool-down component</p> <p>4.14 Explain the appropriate health and safety considerations to clients</p> <p>4.15 Monitor exercise intensity</p> <p>4.16 Monitor exercise safety</p> <p>4.17 Adapt or modify exercises, as appropriate, to accommodate clients' needs</p> <p>4.18 Respond accurately/appropriately to clients' questions</p> <p>4.19 Use motivation techniques that are appropriate to the component and clients' needs</p> <p>4.20 Use appropriate language and tone that is clear, encouraging and supports clients' goals</p>
5. Be able to evaluate own practice	<p>5.1 Gather feedback from clients to review and evaluate practice</p> <p>5.2 Evaluate the safety and effectiveness of session structure, music, choreography and selected exercises for meeting clients' needs</p> <p>5.3 Evaluate the effectiveness of instructional and coaching skills for meeting clients' needs</p> <p>5.4 Evaluate the effectiveness of communication for meeting clients' needs</p> <p>5.5 Identify ways to improve instructional and coaching skills and communication</p> <p>5.6 Identify ways to improve session content for meeting clients' needs</p>
Assessment	<p>Session plan</p> <p>Summative observation</p> <p>Self-evaluation</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the different environments in which training can take place</p>	<p>1.1 Describe the types of different environments that can be used for fitness training, for example: parks</p> <ul style="list-style-type: none"> • living rooms • gardens • trim trails • woodland/off-road • hallways with stairs <p>1.2 Explain the benefits and disadvantages of each different training location</p>
<p>2. Understand the health and safety requirements specific to delivering sessions in different environments</p>	<p>2.1 Outline why health and safety is important in fitness training that takes place in different environments</p> <p>2.2 Identify the legal and regulatory requirements for health and safety specific to training in different environments</p> <p>2.3 Identify instructors' roles and responsibilities for ensuring the health and safety of individuals taking part in training in different environments</p> <p>2.4 Describe the key health and safety documents that are relevant for delivering fitness sessions in different environments</p> <p>2.5 Summarise the requirements of the Outdoor Code of Practice</p> <p>2.6 Identify the types of emergencies that may occur specifically in training in different environments</p> <p>2.7 Explain the procedures to follow if an emergency occurs during a fitness session in different environments</p> <p>2.8 Describe how to maintain the safety of people involved in emergencies outdoors and in different environments, to include:</p> <ul style="list-style-type: none"> • children • older people • disabled people

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Be able to manage risks involved in training in different environments</p>	<p>3.1 Identify possible hazards in different training environments, to include:</p> <ul style="list-style-type: none"> • environment • weather conditions • facilities • equipment • working practices, including lifting and handling of equipment • participant behaviour • the public • animals • security • hygiene • limited space <p>3.2 Assess the risk presented by hazards in fitness training environments</p> <p>3.3 Describe how to manage identified risks in training in different environments</p> <p>3.4 Identify the conditions that can affect training in different environments, to include:</p> <ul style="list-style-type: none"> • temperature extremes • humidity • rain • snow and ice • wind • poor visibility <p>3.5 Explain the ways in which weather conditions can affect training in different environments</p> <p>3.6 Explain how sessions can be safely modified in response to different weather conditions</p> <p>3.7 Explain the clothing and footwear considerations for training in different environments</p> <p>3.8 Identify suitable contingency plans for occasions when circumstances and weather conditions make outdoor training impractical or unsafe</p>
<p>4. Understand a range of exercises suitable for training in different environments</p>	<p>4.1 Identify a range of exercises suitable for training in different environments, to include:</p> <ul style="list-style-type: none"> • cardiovascular • bodyweight • use of environmental features • portable equipment • flexibility <p>4.2 Describe how to incorporate environmental structures and features into outdoor fitness training sessions</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Be able to adapt session plans and objectives/client goals to train in different environments	5.1 Utilise the aims and objectives of a previously designed one to one exercise session and adapt for a chosen different environment 5.2 Identify environmental considerations relevant to the training session in a different environment 5.3 Plan safe and effective adapted fitness training sessions for individuals, to include: <ul style="list-style-type: none"> • warm-up • main component • cool-down 5.4 Provide alternatives to the programmed exercises if participants cannot take part as planned 5.5 Develop a written contingency plan
Assessment	Worksheet Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the legal and professional requirements for group circuit sessions</p>	<p>1.1 Describe the legal and ethical responsibilities of a circuit instructor, to include:</p> <ul style="list-style-type: none"> • Screening • Recording information • Record-keeping • Client confidentiality <p>1.2 Explain the personal insurance requirements of a circuit instructor</p> <p>1.3 Outline the health, safety and insurance requirements when hiring venues or facilities</p> <p>1.4 Explain the term ‘duty of care’ relating to the health and safety of self and others</p> <p>1.5 Explain the licensing requirements of a circuit instructor, for example, music brands</p>
<p>2. Understand the skills, motivations and behaviours needed when delivering to groups</p>	<p>2.1 Identify ways that an instructor can help customers have a positive exercise experience, to include:</p> <ul style="list-style-type: none"> • Building a rapport • Motivation and enthusiasm • Communication skills <p>2.2 Identify ways that an instructor can build social support and inclusion within a group environment</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Understand the principles of training for circuit training sessions</p>	<p>3.1 Describe the types of circuit training sessions on offer</p> <p>3.2 Identify the benefits of circuit training for clients</p> <p>3.3 State the recommended work-to-recovery ratio for circuit training sessions</p> <p>3.4 Describe the purpose of active recovery</p> <p>3.5 Describe the different methods of circuit training that can be used, for example;</p> <ul style="list-style-type: none"> • Two-thirds workload circuit • Progressive colour circuit • Timed circuit • Repetition circuit • Bodyweight-only circuit • Command circuit • Sports-specific circuit • Obstacle circuit • HIIT • Peripheral heart action (PHA) • Compound strength circuit • Conditioning circuit <p>3.6 Describe the different types of circuit training layout, for example:</p> <ul style="list-style-type: none"> • Satellite circuit • Satellite square • MSE satellite – aerobic unison • Bow-tie – aerobic • Squares – strength • Lines • Pairs • Once through • Corners • Radial • Follow the leader • Shuttle • Work, rest and play • Forward and back • Bleep • Ton Up • Sports-specific – boxing <p>3.7 Explain how to monitor intensity during the circuit training session</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand how technology can be used in circuit training sessions	4.1 Explain how technology can help clients to increase their activity levels, for example: <ul style="list-style-type: none"> • Heart-rate monitors • Mobile-phone applications • Wearable technology 4.2 Explain how technology can help clients stay motivated and focussed to help them achieve their goals 4.3 Describe ways that fitness professionals can engage with their clients, using current technology, to include online and on-demand sessions
5. Understand the safety considerations when instructing a circuit training session	5.1 Identify the safety considerations relating to circuit training, to include: <ul style="list-style-type: none"> • Verbal screening • Equipment set-up • Equipment layout • Exercise technique 5.2 Explain how to monitor and promote safe exercise technique when delivering online sessions 5.3 Identify the common hazards that may occur in a circuit training environment 5.4 Describe how to deal with common hazards and manage risk in the circuit training environment
6. Understand how to clean and maintain portable equipment	6.1 Describe the appropriate checks required to ensure the safety and cleanliness of equipment 6.2 Explain the importance of the safe storage and maintenance of the equipment
7. Be able to plan a safe and effective group circuit training session	7.1 Carry out a risk assessment on the chosen environment 7.2 Plan a safe and effective group circuit training session to meet clients' needs and incorporate different components of fitness 7.3 Plan adaptations and modifications to regress, progress and accommodate different clients' needs 7.4 Select appropriate music for the session, for example: <ul style="list-style-type: none"> • Atmosphere • Motivation • Speed • Genre • Lyrics • Background 7.5 Record the session plan using an appropriate format

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>8. Be able to prepare clients for a circuit training session</p>	<p>8.1 Use appropriate techniques and communication skills to:</p> <ul style="list-style-type: none"> • Greet clients • Build a rapport • Gather information and check readiness to exercise <p>8.2 Provide appropriate advice and guidance in response to information gathered, to include:</p> <ul style="list-style-type: none"> • When to signpost to a medical professional • When to defer • When to allow participation <p>8.3 Explain the appropriate health and safety considerations, to include:</p> <ul style="list-style-type: none"> • Safe equipment use • Format of the circuit • Other participants • Water • Towel <p>8.4 Demonstrate the correct exercise technique for each of the different stations and equipment to be used in the session</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>9. Be able to deliver a safe and effective group circuit training session</p>	<p>9.1 Use the appropriate instructional and coaching methods to support clients' performance, to include:</p> <ul style="list-style-type: none"> • Demonstration • Explanation • Observation • Eye contact • Body language • Correction • Adaptation • Coaching points • Cueing • Visualisation • Praise and encouragement • Use of voice, to include: <ul style="list-style-type: none"> • Tone • Pitch • Variation in volume • Use of silence/no vocals <p>9.2 Use appropriate music for components, for example, genre, speed, volume</p> <p>9.3 Use a head mic, where appropriate, to include:</p> <ul style="list-style-type: none"> • Correct set-up • Management of voice projection • Use of appropriate volume <p>9.4 Instruct a safe and effective warm-up</p> <p>9.5 Instruct a safe and effective main section</p> <p>9.6 Instruct a safe and effective cool-down component</p> <p>9.7 Monitor exercise intensity</p> <p>9.8 Monitor exercise safety</p> <p>9.9 Adapt or modify exercises, as appropriate, to accommodate clients' needs</p> <p>9.10 Respond accurately/appropriately to clients' questions</p>
<p>10. Be able to evaluate own practice</p>	<p>10.1 Gather feedback from clients to review and evaluate practice</p> <p>10.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting clients' needs</p> <p>10.3 Evaluate the effectiveness of instructional and coaching skills in meeting clients' needs</p> <p>10.4 Evaluate the effectiveness of communication in meeting clients' needs</p> <p>10.5 Identify ways to improve instructional and coaching skills and communication</p> <p>10.6 Identify ways to improve session content for meeting clients' needs</p>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
Assessment	Worksheet /eAssessment Session plan Observation Self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the legal and professional requirements for group kettlebell sessions</p>	<p>1.1 Describe the legal and ethical responsibilities of a kettlebell instructor, to include:</p> <ul style="list-style-type: none"> • Screening • Recording information • Record-keeping • Client confidentiality <p>1.2 Explain the personal insurance requirements of a kettlebell instructor</p> <p>1.3 Outline the health, safety and insurance requirements when hiring venues or facilities</p> <p>1.4 Explain the term ‘duty of care’ relating to the health and safety of self and others</p> <p>1.5 Explain the licensing requirements of a kettlebell instructor, for example, music brands</p>
<p>2. Understand the skills, motivations and behaviours needed when delivering to groups</p>	<p>2.1 Identify ways that an instructor can help customers have a positive exercise experience, to include:</p> <ul style="list-style-type: none"> • Building a rapport • Motivation and enthusiasm • Communication skills <p>2.2 Identify ways that an instructor can build social support and inclusion within a group environment</p>
<p>3. Understand the principles of training for kettlebell training</p>	<p>3.1 Describe the structure of a kettlebell</p> <p>3.2 Identify the benefits of kettlebell training for clients</p> <p>3.3 Explain how kettlebell training can be used as a functional training tool</p> <p>3.4 Identify the physiological adaptations to kettlebell training</p> <p>3.5 Explain how to monitor intensity during the kettlebell training session</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand how technology can be used in kettlebell training sessions	4.1 Explain how technology can help clients to increase their activity levels, for example: <ul style="list-style-type: none"> • Heart-rate monitors • Mobile-phone applications • Wearable technology 4.2 Explain how technology can help clients stay motivated and focussed to help them achieve their goals 4.3 Describe ways that fitness professionals can engage with their clients, using current technology, to include online and on-demand sessions
5. Understand the safety considerations when instructing a kettlebell training session	5.1 Identify the safety considerations relating to kettlebell training, to include: <ul style="list-style-type: none"> • Verbal screening • Contra-indicated conditions • Equipment layout • Exercise technique 5.2 Explain how to monitor and promote safe exercise technique when delivering online sessions 5.3 Identify the common hazards that may occur in a kettlebell training environment 5.4 Describe how to deal with common hazards and manage risk in the kettlebell training environment
6. Understand how to clean and maintain portable equipment	6.1 Describe the appropriate checks required to ensure the safety and cleanliness of equipment 6.2 Explain the importance of the safe storage and maintenance of the equipment
7. Be able to plan a safe and effective group kettlebell training session	7.1 Carry out a risk assessment on the chosen environment 7.2 Plan a safe and effective group kettlebell training session to meet clients' needs and incorporate different components of fitness 7.3 Instruct a range of exercises that are specific to kettlebells 7.4 Plan adaptations and modifications to regress, progress and accommodate different clients' needs 7.5 Select appropriate music for the session, for example: <ul style="list-style-type: none"> • Atmosphere • Motivation • Speed • Genre • Lyrics • Background 7.6 Record the session plan using an appropriate format

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>8. Be able to prepare clients for a kettlebell training session</p>	<p>8.1 Use appropriate techniques and communication skills to:</p> <ul style="list-style-type: none"> • Greet clients • Build a rapport • Gather information and check readiness to exercise <p>8.2 Provide appropriate advice and guidance in response to information gathered, to include:</p> <ul style="list-style-type: none"> • When to signpost to a medical professional • When to defer • When to allow participation <p>8.3 Explain the appropriate health and safety considerations, to include:</p> <ul style="list-style-type: none"> • Safe equipment use • Safe layout • Other participants • Water • Towel <p>8.4 Demonstrate the correct exercise technique for each of the kettlebell lifts to be used in the session</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>9. Be able to deliver a safe and effective group kettlebell training session</p>	<p>9.1 Use appropriate instructional and coaching methods to support clients' performance, to include:</p> <ul style="list-style-type: none"> • Demonstration • Explanation • Observation • Eye contact • Body language • Correction • Adaptation • Coaching points • Cueing • Visualisation • Praise and encouragement • Use of voice, to include: <ul style="list-style-type: none"> • Tone • Pitch • Variation in volume • Use of silence/no vocals <p>9.2 Use appropriate music for components, for example, genre, speed, volume</p> <p>9.3 Use a head mic, where appropriate, to include:</p> <ul style="list-style-type: none"> • Correct set-up • Management of voice projection • Use of appropriate volume <p>9.4 Instruct a safe and effective warm-up</p> <p>9.5 Instruct a safe and effective main section</p> <p>9.6 Instruct a safe and effective cool-down component</p> <p>9.7 Monitor exercise intensity</p> <p>9.8 Monitor exercise safety</p> <p>9.9 Adapt or modify exercises, as appropriate, to accommodate clients' needs</p> <p>9.10 Respond accurately/appropriately to clients' questions</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
10. Be able to evaluate own practice	10.1 Gather feedback from clients to review and evaluate practice 10.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting clients' needs 10.3 Evaluate the effectiveness of instructional and coaching skills in meeting clients' needs 10.4 Evaluate the effectiveness of communication in meeting clients' needs 10.5 Identify ways to improve instructional and coaching skills and communication 10.6 Identify ways to improve session content for meeting clients' needs
Assessment	Worksheet /eAssessment Session plan Observation Self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the legal and professional requirements for group studio cycling</p>	<p>1.1 Describe the legal and ethical responsibilities of a studio cycling instructor, to include:</p> <ul style="list-style-type: none"> • Screening • Recording information • Record-keeping • Client confidentiality <p>1.2 Explain the personal insurance requirements of a studio cycling instructor</p> <p>1.3 Outline the health, safety and insurance requirements when hiring venues or facilities</p> <p>1.4 Explain the term ‘duty of care’ relating to the health and safety of self and others</p> <p>1.5 Explain the licensing requirements of a studio cycling instructor, for example, music brands</p>
<p>2. Understand the skills, motivations and behaviours needed when delivering to groups</p>	<p>2.1 Identify ways that an instructor can help customers have a positive exercise experience, to include:</p> <ul style="list-style-type: none"> • Building a rapport • Motivation and enthusiasm • Communication skills <p>2.2 Identify ways that an instructor can build social support and inclusion within a group environment</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Understand the key concepts of studio cycling</p>	<p>3.1 Describe the types of studio cycling sessions on offer</p> <p>3.2 Identify the benefits of studio cycling for clients</p> <p>3.3 Describe a range of handlebar grips, to include:</p> <ul style="list-style-type: none"> • Narrow grip • Wide grip • High grip <p>3.4 State the importance of efficient pedal strokes/cadence</p> <p>3.5 Describe a range of riding techniques, to include:</p> <ul style="list-style-type: none"> • Seated • Seated climb • Standing climb • Sprinting • Hovering <p>3.6 Explain the difference between free and fixed wheel cycling</p> <p>3.7 Describe how visualisation techniques can be used to maximise client motivation</p> <p>3.8 Explain how different profiles can be used to plan studio cycling classes</p> <p>3.9 Describe how to match music to different profiles/ sections of the class</p>
<p>4. Understand the principles of training for studio cycling</p>	<p>4.1 Identify the muscles that are trained during studio cycling, to include:</p> <ul style="list-style-type: none"> • Quadriceps • Hamstrings • Gastrocnemius • Soleus • Gluteals • Abdominals • Erector spinae • Stabilising muscles <p>4.2 Explain the importance of posture for efficient breathing when cycling</p> <p>4.3 Explain how to monitor intensity during the studio cycling session</p> <p>4.4 Explain the importance of rehydration during studio cycling sessions</p> <p>4.5 Explain how small equipment can be incorporated into a studio cycling session to provide a whole-body workout</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Understand how technology can be used in studio cycling sessions	5.1 Explain how technology can help clients to increase their activity levels, for example: <ul style="list-style-type: none"> • Heart-rate monitors • Mobile-phone applications • Wearable technology 5.2 Explain how technology can help clients stay motivated and focussed to help them achieve their goals 5.3 Describe ways that fitness professionals can engage with their clients, using current technology, to include online and on-demand sessions
6. Know the safety considerations when instructing a studio cycling session	6.1 Identify the safety considerations relating to studio cycling, to include: <ul style="list-style-type: none"> • Verbal screening • Bike safety and set-up • Foot position • Seat height • Fore/aft seat position • Handlebar height • Correct form 6.2 Explain the common injuries caused by studio cycling and how to avoid these, for example: <ul style="list-style-type: none"> • Knee injuries • Back injuries • Hip injuries • Wrist injuries 6.3 Explain how to monitor and promote safe studio cycling when delivering online sessions 6.4 Identify the common hazards that may occur in a studio cycling environment 6.5 Describe how to deal with common hazards and manage risk in the studio cycling environment
7. Understand how to clean and maintain studio cycling equipment	7.1 Describe the appropriate checks required to ensure the safety and cleanliness of studio cycling equipment, to include: <ul style="list-style-type: none"> • Checking for any loose or worn parts • Checking chain/belt tension 7.2 List the cleaning substances that can be used to clean the studio cycling equipment 7.3 Describe the regular cycle maintenance required to ensure the safety of studio cycling equipment, to include: <ul style="list-style-type: none"> • Lubrication of moving parts • Tightening bolts/pins • Cleaning brake pads • Cleaning and inspection of the interior of the chain guard • Cleaning, inspection and lubrication of pedal threads

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Be able to plan a safe and effective group studio cycling session	8.1 Identify potential risks and hazards that may affect the safety of clients in the chosen environment 8.2 Plan a safe and effective group studio cycling session to meet clients' needs and incorporate different components of fitness 8.3 Plan adaptations and modifications to regress, progress and accommodate different clients' needs 8.4 Select appropriate music for the session, for example: <ul style="list-style-type: none"> • Atmosphere • Motivation • Speed • Genre • Lyrics • Background 8.5 Record the session plan using an appropriate format
9. Be able to prepare clients for a studio cycling session	9.1 Use appropriate techniques and communication skills to: <ul style="list-style-type: none"> • Greet clients • Build a rapport • Gather information and check readiness to exercise 9.2 Provide appropriate advice and guidance in response to information gathered, to include: <ul style="list-style-type: none"> • When to signpost to a medical professional • When to defer • When to allow participation 9.3 Explain how to safely set up the bike for the session, to include: <ul style="list-style-type: none"> • Handlebars • Saddle height • Pedals 9.4 Explain the appropriate health and safety considerations, to include: <ul style="list-style-type: none"> • Safe braking/stopping • Pedal straps • Water • Towel 9.5 Demonstrate the correct posture, hand and seating positions for the different profiles to be used in the session

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>10. Be able to deliver a safe and effective group studio cycling session</p>	<p>10.1 Use the appropriate instructional and coaching methods to support clients' performance, to include:</p> <ul style="list-style-type: none"> • Demonstration • Explanation • Observation • Eye contact • Body language • Correction • Adaptation • Coaching points • Cueing • Visualisation • Praise and encouragement • Use of voice, to include: <ul style="list-style-type: none"> • Tone • Pitch • Variation in volume • Use of silence/no vocals <p>10.2 Use appropriate music for components/profiles, for example, genre, speed, volume</p> <p>10.3 Use a head mic, where appropriate, to include:</p> <ul style="list-style-type: none"> • Correct set-up • Management of voice projection • Use of appropriate volume <p>10.4 Instruct a safe and effective warm-up</p> <p>10.5 Instruct a safe and effective main section</p> <p>10.6 Instruct a safe and effective cool-down component</p> <p>10.7 Monitor exercise intensity</p> <p>10.8 Monitor exercise safety</p> <p>10.9 Adapt or modify exercises, as appropriate, to accommodate clients' needs</p> <p>10.10 Respond accurately/appropriately to clients' questions</p>
<p>11. Be able to evaluate own practice</p>	<p>11.1 Gather feedback from clients to review and evaluate practice</p> <p>11.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting clients' needs</p> <p>11.3 Evaluate the effectiveness of instructional and coaching skills in meeting clients' needs</p> <p>11.4 Evaluate the effectiveness of communication in meeting clients' needs</p> <p>11.5 Identify ways to improve instructional and coaching skills and communication</p> <p>11.6 Identify ways to improve session content for meeting clients' needs</p>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
Assessment	Worksheet /eAssessment Session plan Observation Self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal and professional requirements for leading children’s physical activity sessions	1.1 Explain the process and legal requirements of informed consent as it applies to children 1.2 Describe two legal responsibilities regarding record-keeping and client confidentiality and two ethical responsibilities regarding screening and recording information 1.3 Explain the insurance requirements and their importance when working as an instructor of physical activity to children 1.4 Explain the importance of maintaining professional boundaries when working with children
2. Understand the key legislation and organisational requirements for safeguarding and protecting children	2.1 State what is meant by safeguarding children 2.2 Give examples of where to seek advice and support on safeguarding and protecting children and young people 2.3 Give examples of an organisation’s policies and procedures related to safeguarding and protecting children 2.4 Explain the importance of following an organisation’s safeguarding policy and procedures 2.5 Explain their responsibility when implementing the organisation’s safeguarding policy and procedures; and state who is responsible for safeguarding and protecting children and young people within an organisation
3. Know the current recommended physical activity guidelines for children	3.1 State the current Chief Medical Officer’s physical activity guidelines for children 3.2 Outline the importance of and provide an example of how components of fitness can be incorporated into a children’s physical activity session. Including: <ul style="list-style-type: none"> • cardiovascular training • strength training • flexibility/mobility training • locomotor and motor skills training
4. Understand how to select suitable activities and equipment for children’s activity sessions	4.1 Give examples of activities suitable for children’s activity sessions 4.2 List the types of activity that should be avoided and explain the reason for this 4.3 Explain the importance of safely storing and maintaining equipment

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Understand how to lead safe and effective physical activity sessions for children	5.1 List the instructional qualities that are essential when working with children 5.2 Explain how each component of the STEP (Space, Time, Equipment, People) framework can be used to deliver and adapt a children's physical activity session 5.3 Describe how to teach a safe and effective physical activity session 5.4 Describe how to maintain safe behaviour in a physical activity session 5.5 Give examples of key questions/communications when instructing children's physical activity sessions
6. Understand the principles of motivating children to adhere to exercise/physical activity	6.1 Explain why it is important for children to take personal responsibility for their own fitness and motivation 6.2 Describe how to assist children to develop their own strategy for motivation and adherence to physical activity 6.3 List examples of typical barriers to physical activity that children have and explain ways to overcome them

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>7. Be able to plan a safe, effective and inclusive physical activity sessions for children for both age groups 5-11 and 11-15</p>	<p>7.1 Provide a session summary which includes:</p> <ul style="list-style-type: none"> • first aid, registration and facility requirements • health and safety checks carried out prior to the session • identified risks and hazards in the children’s activity environment • a strategy to manage any risks and promote safety in the children’s activity environment • a summary of the session planned to include total time, number in group, staff/child ratios and average age of group • overview of the session including the aims of the session • information on how to manage behaviour • information on rules of session • information on component of fitness involved in the session • information on skills and techniques involved in the session <p>7.2 Plan a safe and effective session that contains:</p> <ul style="list-style-type: none"> • appropriate selection of activities based on group • safe and effective warm-up activities • a suitable intensity and duration • a warmup, main component and cool down <p>7.3 Plan a session that includes:</p> <ul style="list-style-type: none"> • suitable adaptations for individual participants needs/requirements • suitable adaptations for the most able participant/s • suitable adaptations for the least able participant/s • suitable adaptations/contingency planning for STEP (Space, Time, Equipment, People) <p>7.4 Identify when to intervene in the activity session</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Be able to prepare children for physical activity	8.1 Set up the activity session making effective use of the activity environment 8.2 Identify and manage any risks and hazards that affect the safety of the children and the programme in the activity environment 8.3 Welcome the children appropriately 8.4 Follow the correct procedure for registering the children's attendance 8.5 Verbally screen the children to check their readiness to participate 8.6 Explain the appropriate health and safety considerations to the children, parents and carers 8.7 Outline the purpose and structure of the session 8.8 Provide clear information to maintain safe behaviour management
9. Be able to deliver physical activity to children	9.1 Instruct/coach correct technique and safe use of equipment and activities 9.2 Give clear/accurate explanations to the children appropriate to the needs and level of experience of the children 9.3 Select and instruct safe and effective activities 9.4 Use supportive and motivational behaviour with the children 9.5 Communicate with the children in a way that is appropriate to their needs, is fun and motivates them to take part 9.6 Adapt the activities appropriately for the children when necessary 9.7 Give appropriate alternatives to the children when necessary 9.8 Monitor that children have been sufficiently active in taking part in the session in a safe manner 9.9 Use/ reinforce key instruction points to improve the children's performance and encourage independence 9.10 Use appropriate teaching positions to enable continued observation/correction of children 9.11 Gain feedback from the children to check understanding of their performance 9.12 Develop and maintain an atmosphere of fun and enjoyment 9.13 Manage the children's behaviour throughout the session 9.14 Project volume and pitch of voice effectively in the activity environment 9.15 Provide cueing to enable children to work to the structure and phrase of the music, where relevant 9.16 Manage the timings of the session effectively

Learning outcomes The learner will:	Assessment criteria The learner can:
10. Be able to bring a physical activity session to an end	10.1 Give constructive feedback to the children based on their activity experience 10.2 Gain feedback from the children as to how well their goals were met and how effective the planned activities were 10.3 Gain feedback from the children as to how effective their motivational and instructional styles were 10.4 Check that the environment and equipment was left in good order
11. Be able to reflect on providing physical activity sessions for children	11.1 Review how feedback was gathered from participants to review and evaluate practice 11.2 Provide examples of feedback provided by participants that they will use to review and evaluate their practice 11.3 Describe ways the session selected activities and equipment were safe and effective for meeting participants' needs 11.4 Describe ways to improve the choice of activities to better meet participants' needs 11.5 Describe ways in which a range of skills were effective for meeting participants' needs, including: <ul style="list-style-type: none"> • instructional/coaching • motivational • communication 11.6 Describe ways in which a range of skills could be improved to better meet participants' needs, including: <ul style="list-style-type: none"> • instructional/coaching • motivational • communication
Assessment	Worksheet Assignment Summative observed session Session self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Know how to plan a safe and effective water-based exercise session</p>	<p>1.1 Describe the benefits of water-based exercise, to include: the effects of different properties of water</p> <ul style="list-style-type: none"> • buoyancy and floatation • depth • temperature • resistance – frontal, viscous and eddy • hydrostatic pressure <p>1.2 Identify risks and hazards in the pool environment</p> <p>1.3 Identify how to manage risks and promote safety in the pool environment</p> <p>1.4 Describe the importance of the following environmental factors when planning sessions:</p> <ul style="list-style-type: none"> • water temperature • air temperature • humidity <p>1.5 Describe the effects of thermoregulation on class structure</p> <p>1.6 Identify the factors to consider when including non-swimmers in a session</p> <p>1.7 Recognise a safe and effective session structure</p> <p>1.8 Identify safe and effective exercises for inclusion in a water-based session, to include:</p> <ul style="list-style-type: none"> • shallow water • deep water <p>1.9 Identify equipment that can be used in a water-based session, to include:</p> <ul style="list-style-type: none"> • floats • mitts • water bells • woggles • vests • hydro discs <p>1.10 Identify different ways of using music to plan a water-based session, to include:</p> <ul style="list-style-type: none"> • atmosphere • motivation • speed • genre • lyrics • background layering

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p>1.11 Identify appropriate types of music to use for different components of a water-based session, to include:</p> <ul style="list-style-type: none"> • speed/beats per minute (bpm) • rhythm and tempo • genre <p>1.12 Describe the legal requirements of using music</p> <p>1.13 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different participant needs</p> <p>1.14 Describe how to manipulate the properties of water to regress and progress exercises</p> <p>1.15 Describe how to manipulate the properties of water to accommodate different participant needs</p> <p>1.16 Describe the purpose of a warmup and cool down</p> <p>1.17 Describe the purpose and benefits of cardiovascular exercise in a water-based exercise session</p> <p>1.18 Describe the purpose and benefits of muscular fitness exercises in a water-based exercise session</p> <p>1.19 Describe the purpose and benefits of flexibility exercises in a water-based exercise session</p> <p>1.20 Describe appropriate exercises to improve different components of fitness in a water-based exercise session, to include:</p> <ul style="list-style-type: none"> • warm up • cardiovascular • muscular strength and endurance • flexibility • motor skills • cool down <p>1.21 Compare different methods for monitoring exercise intensity for water-based exercise</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Be able to plan a safe and effective water-based exercise session	2.1 Identify and manage risks and hazards that affect safety of the participants and the programme in the exercise environment 2.2 Identify objectives that are appropriate to: <ul style="list-style-type: none"> • the likely needs and potential of the participants • accepted good practice in the industry • own level of competence 2.3 Select safe and effective exercises for all components of the session, which meet the participant's needs and ability and group goals 2.4 Plan a safe and effective health-related water-based exercise programme to meet participant's needs and incorporate different components of fitness 2.5 Include the use of music where appropriate to the sessions' objectives 2.6 Plan adaptations and modifications to regress, progress and accommodate different participant's needs 2.7 Plan realistic timings and sequence 2.8 Record exercises using an appropriate format
3. Understand the principles of instructing water-based exercise	3.1 Identify the safe and effective alignment for a range of water-based exercise positions to develop: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • motor skills 3.2 Describe how to develop participant co-ordination by building exercises/movements up gradually 3.3 Describe effective methods of building combinations of movements 3.4 Describe the principles of group behaviour management during water-based sessions 3.5 Describe the effect of levers, gravity, buoyancy, floatation, turbulence and resistance on water-based exercise 3.6 Describe the effect water has on the body, for example static and travelling, balance, greater range of joint movement, mobility, hyperbaric pressure on the chest 3.7 Describe how water-based exercise can assist injury rehabilitation

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>4. Be able to deliver a safe and effective water-based exercise programme</p>	<p>4.1 Use appropriate techniques and communication skills to:</p> <ul style="list-style-type: none"> • greet participant's • build rapport • gather information and check readiness to exercise <p>4.2 Provide appropriate advice and guidance in response to information gathered, to include:</p> <ul style="list-style-type: none"> • when to signpost to a medical professional, • when to defer and • when to allow participation <p>4.3 Use appropriate teaching skills to support to participant's performance, to include:</p> <ul style="list-style-type: none"> • demonstration, mirroring and movement speed • explanation • observation and correction • change of teaching position • teaching points for alignment and use of water • alternatives and adaptations • motivation, praise and encouragement <p>4.4 Use volume, pitch and voice projection with or without a microphone</p> <p>4.5 Provide cueing to enable participants to exercise if appropriate to the session</p> <p>4.6 Instruct a safe and effective warm up for water-based session</p> <p>4.7 Instruct a safe and effective cardiovascular component for a water-based session</p> <p>4.8 Instruct a safe and effective muscular fitness component for a water-based session</p> <p>4.9 Instruct a safe and effective cool down and flexibility component for a water-based session</p> <p>4.10 Explain appropriate health and safety considerations to participants</p> <p>4.11 Monitor exercise intensity</p> <p>4.12 Monitor exercise safety</p> <p>4.13 Adapt or modify exercises as appropriate to accommodate participant's needs</p> <p>4.14 Respond accurately/appropriately to participant's questions</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Be able to evaluate own practice	5.1 Gather feedback from participants to review and evaluate practice 5.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting participant's needs 5.3 Evaluate the effectiveness of instructional skills for meeting participant's needs 5.4 Evaluate the effectiveness of communication for meeting participant's needs 5.5 Identify ways to improve instructional skills and communication 5.6 Identify ways to improve session content for meeting participant's needs
Assessment	Worksheet Assignment Summative observed session Session self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of cleanliness in sport and active leisure facilities	1.1 Explain why it is important to have high standards of cleanliness within sport and active leisure facilities 1.2 List the benefits of a good cleaning regime
2. Understand how cleaning is carried out in an active leisure environment	2.1 Describe how an active leisure facility maintains standards of cleanliness 2.2 List a range of cleaning substances used in sport and active leisure facilities, for example: <ul style="list-style-type: none"> • abrasive cleaners • acidic cleaners • alcohol • alkali cleaners • detergents • disinfectants • scouring powders • multi-purpose cleaners • soap • solvents • spot removers 2.3 Describe the principle uses and precautions for a range of cleaning substances, for example: <ul style="list-style-type: none"> • abrasive cleaners • acidic cleaners • alcohol • alkali cleaners • detergents • disinfectants • scouring powders • multi-purpose cleaners • soap • solvents • spot removers 2.4 Describe how to maintain the safety of customers and other staff when carrying out cleaning operations 2.5 Describe how to show courtesy and consideration to customers when carrying out cleaning operations 2.6 List the precautions that should be taken when using hazardous substances for cleaning operations 2.7 Describe the types of personal protective equipment that are necessary for certain cleaning operations in an active leisure environment and when they should be used 2.8 Describe the procedures for disposing of waste from cleaning operations

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

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

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

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

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

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the concept of customer service	1.1 Explain what is meant by ‘customer service’ 1.2 Explain why customer service is important to an organisation 1.3 Explain the importance of balancing promises made to customers with the needs of an organisation 1.4 Explain the differences between an internal customer and an external customer 1.5 Describe a typical customer in own area of responsibility 1.6 Give examples of what is meant by a positive customer experience 1.7 Describe what is meant by a negative customer experience 1.8 Identify the benefits of delivering good customer service 1.9 Identify the disadvantages of poor customer service
2. Understand legislation relating to the customer environment	2.1 Identify the relevant equalities legislation relating to customers 2.2 Identify the responsibilities of the employee under the Health and Safety at Work Act that relate to customer service 2.3 Identify the responsibilities of the employer under the Health and Safety at Work Act that relate to customer service 2.4 Identify the main principles of the Data Protection Act 2.5 Describe why it is important to respect customer and organisation confidentiality
3. Understand the relationship between customer service and a brand	3.1 Explain the importance of a brand to an organisation 3.2 Explain how a brand affects an organisation’s customer service offer 3.3 Identify their own role in ensuring that a brand promise is delivered 3.4 Explain the relationship between customers’ needs and expectations and customer satisfaction
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the skills and behaviours needed to deliver exceptional customer service</p>	<p>1.1 Describe the common characteristics of people/ individuals who provide exceptional customer service</p> <p>1.2 Describe the features of self-presentation that will make a positive impression on customers</p> <p>1.3 Describe an appropriate attitude when dealing with customers</p> <p>1.4 Describe how to carry out routine customer service tasks in a way that shows consideration for customers</p> <p>1.5 Explain the meaning of professionalism within customer service</p> <p>1.6 Explain the importance of effective teamwork for the delivery of excellent customer service</p> <p>1.7 Describe the team-working skills required to deliver an excellent customer experience</p>
<p>2. Understand how to communicate clearly and effectively with customers</p>	<p>2.1 Identify different methods of communication, to include verbal and non-verbal methods</p> <p>2.2 Identify positive body language</p> <p>2.3 Identify negative body language</p> <p>2.4 Give examples of when it is necessary to take the initiative in approaching customers</p> <p>2.5 Describe different methods of effective and efficient communication in a range of situations, to include:</p> <ul style="list-style-type: none"> • face-to-face • when making outgoing telephone calls • when answering incoming telephone calls • in writing (by email) <p>2.6 Describe the communication approach that will make a positive impression on customers, to include:</p> <ul style="list-style-type: none"> • enthusiasm • listening • patience • adaptability • establishing trust <p>2.7 Explain why a consistent, positive attitude and approach to customers are vital to an organisation</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand how to interact with customers in different situations	3.1 Identify the types of need and difficulty that customers may have that they require assistance with 3.2 Describe how to respond to different customer needs and difficulties 3.3 Identify the personal qualities required to deal with customer problems 3.4 Describe how to communicate with dissatisfied customers 3.5 Describe the skills required to deal with potentially volatile or unpleasant situations 3.6 Identify responses and actions that may make problems worse 3.7 Describe how to adapt your communication style, attitude and response to meet individual customer needs 3.8 Describe how to inform customers when promises cannot be kept as a result of unforeseen circumstances 3.9 Explain how to refer problems on to a senior colleague when they are not able to resolve a customer issue
4. Understand an organisation's product offer	4.1 Describe the features and benefits of an organisation's products and/or services 4.2 Explain the importance of keeping product/service knowledge up to date 4.3 Explain how to match products and/or services to customer needs 4.4 Describe techniques to promote additional products and/or services 4.5 Describe organisational processes for ordering products and/or services 4.6 Explain the importance of delivering post-sale service

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Be able to deliver exceptional customer service	5.1 Maintain organisational standards of presentation and behaviour when providing customer service 5.2 Recognise and respond when a customer wants or needs attention 5.3 Greet customers politely and positively 5.4 Demonstrate types of behaviour that make a positive impression 5.5 Speak to customers clearly and put them at their ease 5.6 Recognise how customers are feeling 5.7 Establish a rapport with customers 5.8 Demonstrate to customers that you are positive and enthusiastic at all times 5.9 Focus on your customers and ignore distractions 5.10 Show customers respect at all times and in all circumstances 5.11 Adapt own behaviour to meet customers' needs or expectations 5.12 Approach and initiate conversation with a customer that is not actively seeking attention 5.13 Adhere to organisational policies and procedures, and legal and ethical requirements when providing customer service
6. Be able to promote additional products and/or services to customers	6.1 Match a product or service to meet customers' needs 6.2 Explain to the customer the key features and benefits of the product or service 6.3 Use techniques to promote additional products or services 6.4 Explain the aftersales service to the customer
Assessment	Worksheet / Assignment Observation (real or simulated)

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to deal with customer complaints and problems	1.1 Describe how to apply problem-solving theories to resolve a customer service issue 1.2 Describe typical customer problems 1.3 Identify the differences between assertive, aggressive, manipulative and passive behaviour 1.4 Identify how own behaviour might affect the behaviour of others 1.5 Identify the types of customer behaviour that may be challenging to deal with personally 1.6 Identify ways to deal with customer behaviour that may be personally challenging 1.7 Describe how to reassure customers while their problems are being solved
2. Understand when to pass information on to a senior colleague	2.1 Explain when it may be appropriate to pass on the complaint to a more senior member of staff 2.2 Explain why it is important for a member of staff to get feedback from the customer and follow up any remaining issues 2.3 Explain the importance of giving feedback to other colleagues involved, which will help the organisation to avoid future complaints 2.4 Explain the importance of keeping clear records of the way a problem or complaint has been handled 2.5 Describe an organisation's complaint or problem-solving procedure

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to deal with customer complaints and problems	3.1 Summarise the details of the complaint or problem accurately and to customer satisfaction 3.2 Investigate the facts of the complaint in order to establish how it should be dealt with 3.3 Identify a range of solutions 3.4 Identify the benefits of different solutions for the customer and the organisation 3.5 Identify the advantages and disadvantages of different solutions for the customer and the organisation 3.6 Report the findings of your investigation to the customer and offer your chosen solution 3.7 Check that the solution is acceptable to the customer 3.8 Check that the customer is satisfied with the outcome of the customer service they have received 3.9 Record the outcome of the complaint or problem according to the organisation's procedures 3.10 Contribute to continuous service improvement
Assessment	Observation (real or simulated)

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

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand sports hall operations	3.1 Identify the different layouts used for the following sports: <ul style="list-style-type: none"> • badminton • basketball • five-a-side football • indoor hockey • netball • short tennis • volleyball 3.2 Describe the ways of safely separating spaces for different uses in a sports hall 3.3 List the important checks to be made to sports hall equipment prior to use, to include: <ul style="list-style-type: none"> • fixtures • loose equipment • anchor points • high access • instructions for preparation and use 3.4 Describe the importance of correct lighting for sports hall activities 3.5 Describe the factors affecting spectating arrangements
4. Know how to store, set up and take down equipment used in a sport and active leisure facility	4.1 Describe how to check for damaged or missing parts when setting up or taking down equipment 4.2 Explain the procedures for reporting damage and maintaining safe equipment 4.3 Describe how to safely set up and take down a range of equipment, for example: <ul style="list-style-type: none"> • trampoline and associated safety equipment (spotting decks, mats and matting) • 5-a-side football equipment • inflatable structures 4.4 Describe how to safely store a range of equipment 4.5 Explain the importance of safely storing a range of equipment
Assessment	Worksheet Task

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

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role of teams in active leisure	1.1 Define the meaning of the word ‘team’ in the context of an active leisure organisation 1.2 Explain why teams are important in the delivery of active leisure services 1.3 Describe the different roles that make up an active leisure team and how those roles contribute to the team’s goals
2. Understand effective teamwork in active leisure	2.1 Give examples of why the following are important to effective teamwork in active leisure: <ul style="list-style-type: none"> • working to common goals • individual roles and responsibilities • diversity in the team • communication between team members • mutual support and encouragement • feedback between team members • flexibility • reliability 2.2 Describe different types of conflict in a team 2.3 Describe different ways of dealing with conflict in an active leisure team 2.4 Describe what a team meeting is and what may be discussed at a team meeting
3. Understand how to support the work of an active leisure organisation	3.1 Describe how a member of staff in an active leisure organisation can identify ways of improving the work of the team and the organisation 3.2 Give examples of how an active leisure member of staff can help the organisation use resources more efficiently and in line with good environmental practice

Learning outcomes	Assessment criteria
The learner will:	The learner can:
4. Be able to demonstrate teamwork skills	4.1 Carry out responsibilities as agreed with team members, showing flexibility when circumstances change 4.2 Communicate with other team members 4.3 Provide support to other team members when they need it 4.4 Ask for support from other team members when necessary 4.5 Give constructive feedback to other team members 4.6 Use feedback from other team members to improve own performance 4.7 Contribute to team discussions 4.8 Handle conflict with other team members in a way that achieves a positive outcome
Assessment	Worksheet Practical Observation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal responsibilities of pool operators to provide a safe pool environment	1.1 Describe the legal responsibilities of pool operators to provide a safe pool environment 1.2 State the ways in which pool operators can meet these legal requirements 1.3 List the key current legislation and regulations which relate to pool operations
2. Understand the different types of pools and pool ownership	2.1 Identify a range of pools used in active leisure facilities. 2.2 Describe the main purpose of each of the pools types used in the active leisure sector 2.3 Explain the ownership and management methods used in the active leisure sector
3. Understand the causes of pool water pollution and contamination	3.1 List the causes of pool water pollution to include: <ul style="list-style-type: none"> • physical pollutants • chemical pollutants • biological pollutants
4. Understand the importance of good bather hygiene prior to the use of pools	4.1 List the advantages to both the user and the pool operators of good hygiene 4.2 List ways to encourage user to utilise good hygiene practice before entering the pool
5. Understand the importance of good standards of cleanliness in the swimming pool environment	5.1 State ways to minimise the transfer of dirt on to pool side 5.2 State the correct processes for the effective cleaning of the pool and surrounds
6. Understand the operating principles of a simple pool water circulation system	6.1 List the main components of a pool water circulation system 6.2 State the correct sequence of the pool water circulation system
7. Know the recommended temperatures for the types of pools	7.1 List the recommended pool water temperatures for a range of pools

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Understand how pool operators provide a safe pool environment	8.1 Explain the reasons for disinfecting swimming pools 8.2 State the pool water tests needed to ensure a safe pool environment 8.3 Describe the process for calculating combined chlorine levels 8.4 Describe the recommended range for pool water pH levels 8.5 List the recommended range for pool water disinfection levels to include: <ul style="list-style-type: none"> • chlorine based disinfectants • bromine based disinfectants
9. Know the essential tests to ensure optimum pool water quality	9.1 List the pool water tests required to ensure optimum pool water quality 9.2 List the optimum range for each pool water test to ensure pool water quality 9.3 Describe the correct procedure for carrying out the pool water tests required to ensure good pool water quality
10. Understand the different types of pool water testing equipment needed to ensure good quality pool water	10.1 Know the different types of test equipment used for testing pool water
11. Demonstrate correct pool water testing techniques	11.1 Carry out a pool water pH test 11.2 Record pool water pH level 11.3 Carry out a pool water free chlorine/total bromine test 11.4 Record pool water free chlorine/total bromine level 11.5 Carry out a pool water total chlorine test 11.6 Record pool water total chlorine levels 11.7 Calculate and record the pool water combined chlorine level 11.8 Carry out a pool water total alkalinity test 11.9 Calculate and record the pool water total alkalinity level 11.10 Carry out a pool water calcium hardness test 11.11 Calculate and record the pool water calcium hardness level 11.12 Carry out a pool water TDS test 11.13 Record the pool water TDS level
12. Understand the importance of good record keeping	12.1 List the reasons why it is essential to maintain accurate records of pool water tests
Assessment	Practical demonstration Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the processes involved in the treatment of pool water	1.1 Explain the function of the main components of a pool plant to include: <ul style="list-style-type: none"> • skimmers • strainers • pumps • filters • automatic dosing units • valves • coagulation/flocculation dosing • heat exchanger • chemical injection points 1.2 Draw a schematic diagram of a pool to show the principle components and main valves
2. Understand the different types of pool water filtration systems	2.1 Identify a range of pool water filtration systems 2.2 Explain the importance of coagulation and flocculation in the filtration process
3. Understand the importance of cleaning the pool filtration system regularly	3.1 Explain the importance of cleaning the pool filtration system regularly 3.2 Describe the process of backwashing sand filters 3.3 Identify when a backwash should be carried out 3.4 Explain the reasons why a backwash must be carried out 3.5 List the items which should be recorded as evidence when backwashing sand filters 3.6 Describe the process for cleaning cartridge filters
4. Know the different types of valves commonly used in pool plant operations	4.1 Identify the different types of valves in pool plant operations
5. Understand the concepts of risk and hazard	5.1 Define 'hazard' 5.2 Define 'risk' 5.3 Explain how to carry out a risk assessment
6. Know the types and the purpose of chemicals used in pools	6.1 List the chemicals used to maintain pool water quality 6.2 Explain the purpose of the chemicals used to maintain pool water quality 6.3 Identify the properties of the chemicals used to maintain the pool water quality

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Understand the risks involved in the storage and use of chemicals for the treatment of swimming pool water	7.1 Identify the requirements for safe storage and handling of the chemicals used in the treatment of pool water 7.2 Recognise the risks of incorrect storage, handling and use of the chemicals used in the treatment of pool water 7.3 Carry out a risk assessment on the chemical used to disinfect the pool water
8. Understand the importance of effective hydraulic flow of swimming pool water	8.1 Describe the routes by which water circulates from the pool inlets to outlets 8.2 Explain the reasons for having an efficient surface draw off system in a pool 8.3 Explain the hazards associated with pool outlets
9. Understand the processes involved in the operation and treatment of spa pools and hot tubs	9.1 Explain the processes involved in the operation and treatment of spa pools and hot tubs 9.2 Identify the hazards commonly associated with spa pools and hot tubs
Assessment	Assignment / project

Unit 54 J/617/7341 **Level: 3****Unit Title:** The management of pool water quality

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of safe and effective pool water management	1.1 List the factors which influence pool water management 1.2 Explain the hazards associated with ineffective pool water treatment
2. Understand the importance of providing a safe and effective pool water disinfection system	2.1 Explain the importance of managing disinfection levels to ensure pool water safety 2.2 Explain the difference between free chlorine and combined chlorine 2.3 Describe the chemical reactions which take place when chlorine meets ammonia in pool water 2.4 Describe the link between pH and the efficiency of disinfection 2.5 Explain the impact of UV on disinfectant levels 2.6 Describe how brominated systems are used to disinfect pools
3. Understand how the differing properties of the incoming mains water supply affects the treatment of pool water	3.1 Describe the properties of incoming mains water from different sources to include: <ul style="list-style-type: none">• surface water• ground water from deep wells and boreholes 3.2 Describe the impact of incoming mains water on pool water treatment

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>4. Understand the factors which influence optimum pool water quality</p>	<p>4.1 Describe the terms:</p> <ul style="list-style-type: none"> • pH • total alkalinity • calcium hardness • total dissolved solids <p>4.2 Explain why the following are important in maintaining balanced pool water:</p> <ul style="list-style-type: none"> • pH • total alkalinity • calcium hardness • total dissolved solids <p>4.3 Describe how to alter:</p> <ul style="list-style-type: none"> • pH • total alkalinity • calcium hardness • total dissolved solids <p>4.4 Calculate the balanced water index and interpret the impact of this on the pool</p> <p>4.5 Analyse a range of pool water readings, compare with recommended levels and recommend where improvements can be implemented</p>
<p>5. Know the legislation, guidance documents and codes of practice which affect pool operations</p>	<p>5.1 List the current legislation and regulations which affect pool operations</p> <p>5.2 List the guidance documents and codes of practice which influence the safe operations of the pool environment</p> <p>5.3 Explain how health and safety legislation and codes of practice affect working practices in a pool environment</p> <p>5.4 State the importance of having written systems of work, to include:</p> <ul style="list-style-type: none"> • risk assessments • pool safety operating procedures (PSOP's) • normal operating procedures (NOPs) • emergency action plans (EAPs) • pool technical operating procedures (PTOPs) <p>5.5 Explain the importance of being able to apply the available guidance in a rational and informed way when deciding on the parameters to be included in the Pool Safety Operating Procedure for a particular pool</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand how to recognise and implement emergency procedures	6.1 Identify a range of emergency procedures that could be used in a pool environment 6.2 Explain when evacuation of a pool environment would be necessary 6.3 Explain how to implement the procedure for evacuating the pool environment 6.4 Explain how to ensure the health and safety of pool users during an evacuation 6.5 Explain the procedures to be followed in the event of the following incidents in the pool: <ul style="list-style-type: none"> • faecal • blood • vomiting
7. Understand the criteria to be considered when designing a pool water treatment plant	7.1 Identify the critical factors to be considered when designing a pool water treatment plant including: <ul style="list-style-type: none"> • what the pool is used for • programme and bathing load • pool design • turnover period • surface water removal • chemicals • available plant room space
8. Understand the different types of systems used in the disinfection of pool water	8.1 List the factors which influence the choice of disinfectant 8.2 Describe different types of pool water disinfection systems
9. Understanding the risks and hazards associated with operating pressurised mechanical systems	9.1 Describe the types of pressurised mechanical systems used in pools 9.2 State the legislation applicable to pressurised mechanical systems used in pools 9.3 Identify the risks and hazards associated with operating pressurised mechanical systems
10. Understand the processes involved in the operation and treatment of interactive water features	10.1 Define the term 'interactive water feature' 10.2 Identify the hazards commonly associated with interactive water features

Learning outcomes The learner will:	Assessment criteria The learner can:
11. Know the different types of infections associated with poor pool water quality and poor hygiene	11.1 Recognise the different types of infections associated with poor water quality and hygiene 11.2 Explain how infections are transmitted in a pool environment 11.3 Explain the measures used to control the transmission of infections 11.4 Explain the process for carrying out microbiological testing 11.5 Explain the importance of microbiological testing and the monitoring of results 11.6 State the acceptable levels of bacteriological results for a pool water sample to include: <ul style="list-style-type: none"> • ACC/TVC • coliforms • pseudomonas aeruginosa 11.7 State the bacteriological results which would be considered to be gross contamination
12. Understand the principles of heating and ventilating the pool environment	12.1 Describe the processes involved in the heating and ventilating of the pool environment
13. Understand the importance of encouraging the efficient use of energy	13.1 List ways in which pool operators can improve energy efficiency 13.2 List the systems that can be used to run an economic, energy efficient and effective pool facility 13.3 Record and review energy usage to improve energy performance
Assessment	Workbook Practical observation eAssessment

Annex A

CIMSPA Professional Standards

The completion of the following units meets the CIMSPA professional standard for gym instructing.

Unit	Unit accreditation number
4. Principles of anatomy, physiology and fitness	A/616/7499
5. Professionalism and customer care for fitness instructors	K/616/7501
6. Health and safety in the fitness environment	M/616/7502
7. Conducting client consultations to support positive behaviour change	A/616/7504
8. Planning and instructing gym-based exercise	F/616/7505

The completion of the following units meets the CIMSPA professional standard for personal training.

Unit	Unit accreditation number
17. Applied anatomy and physiology for exercise, health and fitness	F/615/4012
18. The principles of nutrition and their application to exercise and health	J/615/4013
19. Understanding lifestyle, health, well-being and common medical conditions	R/615/4015
20. Delivering client consultations and health and fitness assessments	L/617/3999
21. Personal training for individuals and groups in a range of environments	M/617/4000
22. Professionalism and business acumen for personal trainers	D/615/4020

The completion of the following units meets the CIMSPA professional standard for group training.

Unit	Unit accreditation number
4. Principles of anatomy, physiology and fitness	A/616/7499
32. Professionalism for group training	D/617/1108
33. Health and safety in a group training environment	H/617/1109
34. Supporting behaviour change and healthy lifestyles	Y/617/1110

Plus either

35. Planning and instructing group training sessions	D/617/1111
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Or

36. Planning and instructing group training to music sessions	H/617/1112
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The completion of the following units meets the CIMSPA professional standard for group training.

Unit	Unit accreditation number
4. Principles of anatomy, physiology and fitness	A/616/7499
5. Professionalism and customer care for fitness instructors	K/616/7501
6. Health and safety in the fitness environment	M/616/7502
7. Conducting client consultations to support positive behaviour change	A/616/7504
8. Planning and instructing gym-based exercise	F/616/7505

Plus either

38. Planning and instructing circuit sessions	M/618/3442
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Or

39. Planning and instructing kettlebell sessions	T/618/3443
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Or

40. Planning and instructing studio cycling sessions	A/618/3444
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The completion of the following units meets the CIMSPA professional standard for pool plant operations.

Unit		Unit accreditation number
52.	The principles of operation and practice of pool water treatment and testing	L/617/7339
53.	The principles of pool plant operations and chemical safety	F/617/7340
54.	The management of pool water quality	J/617/7341

The completion of the following units meets the CIMSPA professional standard for coaching.

Unit		Unit accreditation number
1.	Skills for entering employment	Y/618/3421
3.	Employment rights and responsibilities	H/618/3423
5.	Professionalism and customer care for fitness instructors	K/616/7501
6.	Health and safety in the fitness environment	M/616/7502
7.	Conducting client consultations to support positive behaviour change	A/616/7504
8.	Planning and instructing gym-based exercise	F/616/7505
9.	Lifestyle management for health and well-being	K/618/3424
13.	Working with communities to promote and support active healthy lifestyles	T/618/3426
19.	Understanding lifestyle, health, well-being and common medical conditions	R/615/4015
20.	Delivering client consultations and health and fitness assessments	L/617/3999
21.	Personal training for individuals and groups in a range of environments	M/617/4000
23.	Planning an activity session	A/618/3430
24.	Delivering an activity session	F/618/3431
25.	Health and safety for coaching in different environments	J/618/3432
26.	Child behaviour management	R/618/3434
46.	Principles of customer service	T/616/7789
47.	Delivering an exceptional customer experience	K/616/7790
51.	Teamwork in active leisure	H/618/3454

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