



Level 3  
Unit Guides

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

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

## Year 2

Learners must complete all 8 mandatory units (46 credits) and a minimum of 20 credits from any of the optional units (66 credits in total).

### Mandatory group

Learners must complete all 8 mandatory units (46 credits).

	Unit	Unit accreditation number	Level	Credits
1.	Applied human biology for exercise and fitness	J/507/1204	3	8
2.	Principles of nutrition for healthy lifestyles	L/507/1205	3	6
3.	Conducting consultations with personal training clients	R/507/1206	3	8
4.	Programme design and delivery for personal training	Y/507/1207	3	9
5.	Developing exceptional customer care skills	D/507/1208	3	4
6.	Enterprise and entrepreneurship	H/507/1209	3	4
7.	Marketing products and services	Y/507/1210	3	4
8.	Technology in sport and exercise	D/507/1211	3	3

## Optional

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

### Optional group – Higher education

Unit	Unit accreditation number	Level	Credits
9. Opportunities in higher education	M/507/1214	3	4
10. Research methods for academic study	H/507/1212	3	3
11. Research skills for academic study	K/507/1213	3	4

### Optional group – Fitness and exercise

Unit	Unit accreditation number	Level	Credits
12. Planning and instructing outdoor fitness sessions	T/507/1215	3	8
13. Nutrition for sport and exercise performance	A/507/1216	3	5
14. The role of exercise referral for managing medical conditions	F/507/1220	3	8
<b>Units 15 &amp; 16 must be taken together</b>			
15. Physical activity and health considerations for the pre and postnatal client	K/600/2595	3	2
16. Design and implement exercise programmes for the pre and postnatal client	M/600/2596	3	3
<b>Units 17 &amp; 18 must be taken together</b>			
17. Physical activity and health considerations for the older adult	H/504/3555	3	3
18. Designing and adapting exercise programmes for the older adult	K/504/3556	3	3
<b>Unit 19 can be taken on its own but unit 20 can only be taken if unit 19 has been completed</b>			
19. Understand the principles of soft tissue dysfunction	Y/506/7223	3	3
20. Exercise strategies to reduce risk of injury	J/507/1235	3	4
<b>Unit 21 can be taken on its own but unit 22 can only be taken if unit 21 has been completed</b>			
21. Principles of sports conditioning	L/507/1236	3	4
22. Plan, deliver and evaluate sports conditioning programmes	R/507/1237	3	3
<b>Units 23-26 must be taken together</b>			
23. Anatomy and physiology for sports massage	J/506/7220	3	10
24. Understand the principles of soft tissue dysfunction	Y/506/7223	3	3
25. Professional practice in sports massage	D/506/7224	3	5
26. Sports massage treatments	T/506/7228	3	16

**Optional group – Health and wellbeing**

	<b>Unit</b>	<b>Unit accreditation number</b>	<b>Level</b>	<b>Credits</b>
27.	Psychology of health and exercise	Y/507/1238	3	6
28.	The role of public health promotion	D/507/1239	3	6
29.	Facilitating behaviour change for health and wellbeing	Y/505/2933	3	5

**Optional group – Management**

	<b>Unit</b>	<b>Unit accreditation number</b>	<b>Level</b>	<b>Credits</b>
30.	Recruitment and development of colleagues	F/600/9813	3	5
31.	Understanding budgeting and finance	H/507/1243	3	5
32.	Understanding equality, diversity and inclusion in the workplace	R/507/1240	3	2
33.	Principles of people management	R/506/1937	3	6
34.	Understand how to manage a project	Y/507/1241	3	3
35.	Developing the customer experience	D/507/1242	3	3
36.	Principles of leadership and management	F/506/2596	3	8

# Mandatory group

Learners must complete all 8 mandatory units (46 credits).

	Unit	Unit accreditation number	Level	Credits
1.	Applied human biology for exercise and fitness	J/507/1204	3	8
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3.	Conducting consultations with personal training clients	R/507/1206	3	8
4.	Programme design and delivery for personal training	Y/507/1207	3	9
5.	Developing exceptional customer care skills	D/507/1208	3	4
6.	Enterprise and entrepreneurship	H/507/1209	3	4
7.	Marketing products and services	Y/507/1210	3	4
8.	Technology in sport and exercise	D/507/1211	3	3

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Know cardiovascular system structure and function in relation to health and fitness</p>	<p>1.1 Recognise the structure and function of the structures of the heart, including:</p> <ul style="list-style-type: none"> <li>• chambers</li> <li>• valves</li> <li>• blood vessels</li> </ul> <p>1.2 Identify the coronary arteries by name, location and function</p> <p>1.3 List the order in which blood flows through the cardiovascular system, including:</p> <ul style="list-style-type: none"> <li>• pulmonary circulation</li> <li>• systemic circulation</li> <li>• coronary circulation</li> </ul> <p>1.4 Identify the stages of progression in atherosclerosis</p> <p>1.5 Recognise the immediate blood pressure response to exercise, to include:</p> <ul style="list-style-type: none"> <li>• the Valsalva manoeuvre</li> </ul> <p>1.6 Recognise the effects of different forms of exercise training on blood pressure over time</p> <p>1.7 Identify the blood pressure classifications and associated health risks</p> <p>1.8 Identify the cardiovascular benefits and adaptations to different forms of exercise, to include:</p> <ul style="list-style-type: none"> <li>• endurance training</li> <li>• interval training</li> <li>• resistance training</li> <li>• relaxation training</li> </ul>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
2. Know skeletal system structure and function 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 Identify the benefits and risks of weight-bearing exercise for the bones and joints 2.4 Recognise the common injury risks at each of the major joints and the movements that are likely to cause them 2.5 Identify common postural patterns, their associated muscle imbalances and the problems these can cause 2.6 Recognise the relationship between the structure and function of the skeleton
3. Know the myofascial system structure and function in relation to health and fitness	3.1 Identify the structure and function of muscle fibres and their components 3.2 Identify the stages of the sliding filament theory 3.3 Recognise 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 Identify the isolated muscle actions responsible for producing specific body movements 3.6 Identify 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 Identify the structure and functions of the different types of connective tissue



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>4. Know nervous system structure and function in relation to health and fitness</p>	<p>4.1 Identify the components of the nervous system, to include:</p> <ul style="list-style-type: none"> <li>• central nervous system</li> <li>• peripheral nervous system</li> <li>• somatic branch of the peripheral nervous system</li> <li>• autonomic branch of the peripheral nervous system</li> </ul> <p>4.2 Identify the structure and function of a neuron</p> <p>4.3 Identify the structure and function of a motor unit</p> <p>4.4 State the 'all or nothing' law of muscle contraction and the size principle of motor unit recruitment</p> <p>4.5 Identify the stages in the process of the stretch reflex and inverse stretch reflex</p> <p>4.6 Recognise the structure and function of muscle spindles</p> <p>4.7 Recognise the structure and function of golgi tendon organs</p> <p>4.8 Recognise the definition and function of autogenic inhibition</p> <p>4.9 Recognise the definition and function of reciprocal inhibition</p> <p>4.10 Recognise the neuromuscular adaptations associated with different types of exercise and the benefits of these for performance</p>
<p>5. Know endocrine system structure and function in relation to health and fitness</p>	<p>5.1 Identify the role of the endocrine system</p> <p>5.2 Recognise the location, structure and functions of the endocrine glands of the body</p> <p>5.3 Identify the main functions of hormones in the body, to include:</p> <ul style="list-style-type: none"> <li>• growth hormone</li> <li>• thyroid hormones</li> <li>• corticosteroids</li> <li>• catecholamines</li> <li>• insulin</li> <li>• glucagon</li> </ul> <p>5.4 Recognise the lifestyle factors that affect endocrine health</p>
<p>6. Know the energy systems and their roles in physical activity, exercise and training</p>	<p>6.1. Identify the energy substrates and by-products of each energy system</p> <p>6.2. Recognise the processes by which adenosine triphosphate (ATP) is re-synthesised in each energy system</p> <p>6.3. Identify the relative contribution of each energy system to total energy expended in activities with different characteristics, to include:</p> <ul style="list-style-type: none"> <li>• intensity</li> <li>• duration</li> <li>• type</li> </ul>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
7. Know digestive system structure and function in relation to health and fitness	7.1 Identify the structure of each section of the gastrointestinal tract in relation to its functions 7.2 Identify the location and functions of each of the digestive organs 7.3 Identify the role of the digestive system and gut microbes in maintaining health, for example: <ul style="list-style-type: none"> <li>• production of vitamin K</li> <li>• production of bacteria that aid digestion</li> <li>• immune system support</li> </ul> 7.4 Recognise the implications of different dietary practices for the digestive system, for example: <ul style="list-style-type: none"> <li>• diets high in fibre</li> <li>• diets low in fibre</li> <li>• diets high in processed meats</li> <li>• diets high in sugar</li> </ul> 7.5 Recognise the importance of physical activity for digestive system health
<b>Assessment</b>	Multiple-choice theory exam

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Know common nutritional terms and evidence-based nutritional guidelines</p>	<p>1.1 Define common nutritional terms, to include:</p> <ul style="list-style-type: none"> <li>• diet</li> <li>• healthy eating</li> <li>• nutrition</li> <li>• balanced diet</li> </ul> <p>1.2 Identify evidence-based nutritional guidelines from credible sources, to include:</p> <ul style="list-style-type: none"> <li>• national food guides</li> <li>• professional dietetic bodies</li> <li>• independent scientific bodies</li> </ul> <p>1.3 Distinguish between evidence-based information and the marketing claims of suppliers</p>
<p>2. Know the nutrients required to maintain health in humans</p>	<p>2.1 Identify dietary food sources and functions of each macronutrient in the body</p> <p>2.2 Identify the caloric value of each macronutrient</p> <p>2.3 Identify dietary food sources and functions of each micronutrient in the body</p> <p>2.4 Recognise key signs and symptoms of common nutrient deficiencies, to include:</p> <ul style="list-style-type: none"> <li>• iron</li> <li>• vitamin D</li> <li>• fibre</li> </ul> <p>2.5 Identify dietary sources and functions of water in the body</p> <p>2.6 Recognise the risks, signs and symptoms of dehydration</p> <p>2.7 Recognise the importance of phytonutrients and other non-essential food chemicals for human health</p> <p>2.8 Identify the nutrients typically contained in foods within each of the food groups</p> <p>2.9 Recognise the benefits of obtaining nutrients from minimally processed wholefoods</p> <p>2.10 Identify the effects of different food preparation and cooking methods on the nutritional content of foods</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Know how to estimate daily energy and nutrient requirements for clients with different goals	3.1 Define terms related to weight management, to include: <ul style="list-style-type: none"> <li>• energy balance</li> <li>• negative energy balance</li> <li>• positive energy balance</li> <li>• basal metabolic rate (BMR)</li> <li>• thermic effect of food (TEF)</li> <li>• thermic effect of physical activity</li> <li>• non-exercise activity thermogenesis (NEAT)</li> </ul> 3.2 Calculate an estimate of daily energy expenditure using a client's data 3.3 Identify the appropriate energy deficit or energy surplus required to achieve a client's goals 3.4 Recognise safe and effective guidelines for the rate of fat loss or muscle gain achievable through diet modification and exercise 3.5 Identify appropriate recommendations for dietary modification to achieve client goals
4. Know the risks of poor nutritional and lifestyle practices	4.1 Identify the risks of fad diets that severely restrict energy intake 4.2 Identify the risks of diets that contain high intakes of processed food products and few real foods 4.3 Identify the role of alcohol as a non-nutrient dietary source of energy 4.4 Recognise the implications of alcohol consumption for health 4.5 Identify the effects of caffeine-containing drinks on the body 4.6 Recognise the implications of long-term high levels of caffeine consumption for health
5. Know how to operate within professional boundaries and systems	5.1 Recognise the professional boundaries for a personal trainer with regard to providing nutritional information and advice 5.2 Recognise when to refer or signpost a client to a professional qualified to deal with specific nutritional and dietary requirements 5.3 Identify the processes for referral and signposting to medical and healthcare professionals 5.4 Recognise the common signs and symptoms of eating disorders 5.5 Identify the appropriate actions to take in the event of a client disclosing a current eating disorder as indicated by the industry guidance note 'Managing users with suspected health problems: eating disorders'

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Know how nutrients from food are used to fuel, and recover from, physical activity	6.1 Identify the nutrients used as energy substrates in each energy system 6.2 Identify the relative contribution of each nutrient to total energy expenditure in activity of different intensities 6.3 Recognise the transport, storage and metabolised forms of each macronutrient 6.4 Identify the role of each macronutrient in post-exercise recovery and relate this to post-exercise dietary guidelines
<b>Assessment</b>	Multiple-choice theory exam

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand why effective communication with a client is important in a consultation</p>	<p>1.1 Explain how a personal trainer’s communication skills can influence the quality of information collected in a consultation</p> <p>1.2 Explain how the professional relationship between a personal trainer and a client can influence programme success</p> <p>1.3 Explain how a personal trainer’s communication style can influence a client’s motivation and commitment to making lifestyle changes</p>
<p>2. Understand how to use communication techniques to build rapport with a client in a consultation</p>	<p>2.1 Describe methods of initiating conversation with a client or customer, to include:</p> <ul style="list-style-type: none"> <li>• making a self-introduction</li> <li>• offering assistance</li> <li>• polite greeting</li> <li>• acknowledgement</li> </ul> <p>2.2 Explain the difference between open and closed questions</p> <p>2.3 Describe the purpose of using different question styles in a consultation</p> <p>2.4 Describe types of non-verbal communication, to include:</p> <ul style="list-style-type: none"> <li>• body position</li> <li>• posture</li> <li>• gestures</li> <li>• facial expressions</li> </ul> <p>2.5 Explain how non-verbal communication influences consultation outcomes</p> <p>2.6 Describe the process of active listening</p> <p>2.7 Describe how to use affirming statements</p> <p>2.8 Describe how to use reflective statements effectively, to include:</p> <ul style="list-style-type: none"> <li>• simple reflections</li> <li>• complex reflections</li> </ul> <p>2.9 Explain how summaries can be used in a consultation</p> <p>2.10 Explain how the use of active listening, affirmations, reflective statements and summaries can demonstrate empathy to a client</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>3. Understand how to facilitate lifestyle behaviour change with a client in a consultation</p>	<p>3.1 Describe the roles of capability, opportunity and motivation in determining the success of a client when attempting to make a lifestyle behaviour change</p> <p>3.2 Describe techniques that can be used to develop discrepancy when a client is ambivalent about changing a lifestyle behaviour, to include:</p> <ul style="list-style-type: none"> <li>• awareness/consciousness raising</li> <li>• positive reinforcement</li> <li>• pros and cons lists</li> <li>• decisional balance</li> </ul> <p>3.3 Explain how techniques can be used to determine a client's level of readiness to make a lifestyle change, to include:</p> <ul style="list-style-type: none"> <li>• questionnaires</li> <li>• readiness scales</li> <li>• importance and confidence scales</li> </ul> <p>3.4 Explain how a cyclical process of goal-setting, monitoring, reviewing and evaluating can be used to support clients when making lifestyle behaviour changes</p> <p>3.5 Explain how social support will influence the success of a client when attempting to make a lifestyle behaviour change</p> <p>3.6 Explain how providing client education in a consultation can support lifestyle behaviour change</p> <p>3.7 Explain how signposting a client to other services can support lifestyle behaviour change</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>4. Be able to establish rapport and engage clients in conversation about their health and fitness in a consultation</p>	<p>4.1 Initiate conversation with a client and conduct an appropriate self-introduction</p> <p>4.2 Ask open-ended questions that encourage the client to speak at length</p> <p>4.3 Use active listening to create rapport with a client</p> <p>4.4 Use appropriate non-verbal communication to develop rapport with the client</p> <p>4.5 Use follow-up questions to deepen conversation</p> <p>4.6 Use simple and complex reflective statements to progress conversation</p> <p>4.7 Encourage the client to talk about health and fitness-related topics, to include:</p> <ul style="list-style-type: none"> <li>• their current health and fitness</li> <li>• concerns about their health</li> <li>• their beliefs about the importance of physical activity to health and fitness</li> <li>• aspirations for their health and fitness</li> </ul> <p>4.8 Focus conversation on topics that are relevant to the client's specific health and fitness aims</p> <p>4.9 Help the client to identify specific lifestyle behaviours that they have reason to change in order to achieve their health and fitness aims</p> <p>4.10 Highlight the importance of changing complementary lifestyle behaviours relevant to the client's goals, to include:</p> <ul style="list-style-type: none"> <li>• reducing sedentary time</li> <li>• healthy eating</li> <li>• reducing alcohol intake</li> <li>• smoking cessation</li> </ul>
<p>5. Be able to provide relevant information to clients in a consultation</p>	<p>5.1 Determine what information is relevant to the client, to include information about:</p> <ul style="list-style-type: none"> <li>• services and facilities</li> <li>• healthy eating</li> <li>• lifestyle activity</li> <li>• exercise programming</li> </ul> <p>5.2 Determine the best format in which to communicate the information to the client</p> <p>5.3 Provide credible information in a way that emphasises its value to the client</p>



Learning outcomes The learner will:	Assessment criteria The learner can:
<p>6. Be able to collect information about clients in consultations</p>	<p>6.1. Use a validated health screening questionnaire to screen a client for medical conditions</p> <p>6.2. Identify the reasons a client should be signposted to a medical or healthcare professional</p> <p>6.3. Explain the process for signposting a client to a medical or healthcare professional if necessary</p> <p>6.4. Implement a process of informed consent prior to collecting personal details from a client</p> <p>6.5. Collect meaningful personal, physical activity, nutritional and lifestyle information from clients</p> <p>6.6. Record the content of verbal discussions accurately without detracting from conversation</p> <p>6.7. Use appropriate resting measurements to collect meaningful data from clients, for example:</p> <ul style="list-style-type: none"> <li>• weight</li> <li>• height</li> <li>• circumferences</li> <li>• body composition</li> <li>• static posture observation</li> <li>• resting heart rate</li> <li>• resting blood pressure</li> </ul> <p>6.8. Use appropriate fitness assessments to collect meaningful data from clients, for example:</p> <ul style="list-style-type: none"> <li>• cardiovascular fitness tests</li> <li>• muscular fitness tests</li> <li>• flexibility tests</li> <li>• movement screening protocols</li> </ul> <p>6.9. Use appropriate methods to collect nutritional information from clients, for example:</p> <ul style="list-style-type: none"> <li>• food diary</li> <li>• 24-hour food recall</li> <li>• food frequency questionnaire</li> <li>• description of a typical day</li> </ul>

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Be able to use behaviour change techniques to encourage lifestyle change	<p>7.1 Determine a client's level of readiness to change a specified lifestyle behaviour</p> <p>7.2 Raise the client's awareness of the need to change a specified lifestyle behaviour in relation to a stated goal</p> <p>7.3 Help the client to identify the discrepancies between their current lifestyle behaviours and the behaviours required in order to achieve their stated goals</p> <p>7.4 Demonstrate empathy when discussing lifestyle behaviours with clients</p> <p>7.5 Offer affirmations, encouragement and genuine praise at appropriate opportunities</p> <p>7.6 Reinforce the benefits of positive lifestyle behaviour changes that the client expresses an interest in making</p> <p>7.7 Explain the benefits of making healthy lifestyle behaviour changes to clients, for example:</p> <ul style="list-style-type: none"> <li>• eating behaviour</li> <li>• smoking</li> <li>• alcohol consumption</li> <li>• drug use</li> <li>• sleep patterns</li> </ul>
8. Be able to facilitate goal-setting and action planning	<p>8.1 Determine whether a client is ready to set physical activity and lifestyle goals during the consultation</p> <p>8.2 Explain the process of goal-setting and action planning to the client</p> <p>8.3 Assist a client to set specific, measurable, achievable, relevant and time-bound (SMART) goals with short-, medium- and long-term timeframes for each lifestyle behaviour relevant to their goal, to include:</p> <ul style="list-style-type: none"> <li>• increasing lifestyle physical activity</li> <li>• adopting a structured exercise programme</li> <li>• making healthier food and drink choices</li> </ul> <p>8.4 Guide a client to set a mixture of outcome and process goals</p> <p>8.5 Advise a client as to what is realistic and safe in relation to timeframes for physiological adaptation, to include:</p> <ul style="list-style-type: none"> <li>• fat loss</li> <li>• muscle gain</li> </ul> <p>8.6 Help clients to identify their personal barriers to making lifestyle changes</p> <p>8.7 Use techniques to help clients identify ways of overcoming barriers to lifestyle change</p> <p>8.8 Signpost clients to relevant products and services that may increase their capability or opportunity to make lifestyle behaviour changes</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
9. Be able to schedule programme reviews and close the session professionally	9.1 Schedule programme reviews with clients 9.2 Explain how repeating measurements using consistent protocols enables progress to be determined, to include: <ul style="list-style-type: none"> <li>• body measurements</li> <li>• fitness assessments</li> <li>• dietary intake</li> </ul> 9.3 Explain the expected changes in measurements and assessments to clients 9.4 Explain the benefits of reviewing client progress against planned targets at agreed intervals 9.5 Check that the client is happy with the action plan you have helped them to develop 9.6 Agree a communication and support strategy between personal training sessions
<b>Assessment</b>	Assignment Summative observation Self-evaluation Multiple-choice theory exam

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Know how to collect and interpret health screening and fitness assessment data	1.1 Identify a range of health-screening measurements that can be conducted to inform programme design, to include: <ul style="list-style-type: none"><li>• weight</li><li>• height</li><li>• circumferences</li><li>• body composition</li><li>• static posture observation</li><li>• resting heart rate</li><li>• resting blood pressure</li></ul> 1.2 Describe established protocols for health-screening measurements
	1.3 Interpret outcomes of health-screening measurements and risk-stratify clients
	1.4 Identify a range of fitness assessments that can be performed to evaluate client ability, to include: <ul style="list-style-type: none"><li>• cardiovascular fitness tests</li><li>• muscular fitness tests</li><li>• flexibility tests</li><li>• movement screening protocols</li></ul>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Understand the principles of safe and effective personal training programme design</p>	<p>2.1 Describe the current evidence-based frequency, intensity, time and type (FITT) guidelines for safe exercise programme design for healthy adults</p> <p>2.2 Explain individual client needs and preferences that may require a programme to diverge from the evidence-based guidelines</p> <p>2.3 Describe guidelines for programme design to minimise injury risk and optimise recovery between training sessions and enable physiological adaptation to occur</p> <p>2.4 Describe the principles of periodised programme design</p> <p>2.5 Explain how to apply the principles of periodisation to programmes for a range of goals and client needs, for example:</p> <ul style="list-style-type: none"> <li>• endurance sports</li> <li>• strength sports</li> <li>• muscle gain</li> <li>• fat loss</li> <li>• improved health</li> <li>• high performers</li> <li>• recreational sportspeople</li> <li>• deconditioned clients</li> </ul> <p>2.6 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:</p> <ul style="list-style-type: none"> <li>• cardiovascular training protocols</li> <li>• resistance training protocols</li> <li>• flexibility training protocols</li> </ul> <p>2.7 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, for example:</p> <ul style="list-style-type: none"> <li>• equipment used</li> <li>• body position of client</li> <li>• base of support</li> <li>• speed of movement</li> <li>• range of movement</li> <li>• direction of movement</li> <li>• complexity of movement</li> </ul> <p>2.8 Explain how to select exercises, training protocols, equipment and environments that meet client's goals, ability level and preferences</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
3. Be able to collect and interpret health screening and fitness assessments	3.1 Conduct health-screening measurements according to recognised protocols 3.2 Conduct fitness assessments according to recognised protocols 3.3 Use collected data to perform calculations and risk stratification 3.4 Select key pieces of collected information needed to inform programme content and structure, to include: <ul style="list-style-type: none"> <li>• client goals</li> <li>• client ability</li> <li>• client preferences</li> <li>• outcomes of health screening and fitness assessments</li> </ul>
4. Be able to design safe and effective personal training programmes and session plans	4.1 Design exercise programmes that align with credible evidence-based guidelines for frequency, intensity, time and type 4.2 Design exercise programmes that take account of individual clients' needs and preferences 4.3 Design programmes that include exercises specific to client goals 4.4 Design programmes that include training techniques specific to the client's aims and appropriate for their ability level 4.5 Select exercise environments that align with client preferences and enable exercise to be performed safely 4.6 Design sessions and programmes that follow established guidelines for preparation and recovery to minimise injury risk, optimise adaptation and performance 4.7 Design progressive exercise programmes that apply the principles of periodisation
5. Be able to provide a session introduction that prepares the client for exercise	5.1 Assess client readiness to participate in the planned session 5.2 Explain the content and structure of the planned session in relation to the client's goals and ability 5.3 Encourage client questions and feedback to enable modification of the planned session 5.4 Outline health and safety information specific to the planned activities and session environment

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
6. Be able to instruct safe, effective exercise technique	6.1 Instruct the client to perform exercises with correct technique and postural alignment 6.2 Use appropriate verbal, visual and kinaesthetic cues to correct client exercise technique and improve movement quality 6.3 Positively reinforce correct exercise performance to build self-efficacy 6.4 Observe movement accurately and identify valid strategies to improve the client's exercise technique 6.5 Provide modifications of exercise technique to enable safe and effective execution of the movement, as required
7. Be able to monitor a client during exercise sessions	7.1 Monitor exercise performance, intensity and client feedback 7.2 Adapt the level of exercise complexity and intensity in response to monitoring observations 7.3 Monitor the exercise environment to ensure client safety and comfort
8. Be able to monitor client progress and adapt the programme accordingly	8.1 Keep accurate records of session performance to enable progress to be tracked over time 8.2 Adapt planned session content and record changes made in response to client progress and feedback 8.3 Keep accurate records of changes made to the programme and sessions
9. Be able to review client progress and satisfaction	9.1 Review client performance and satisfaction at the end of sessions 9.2 Request feedback on client satisfaction with the personal training programme and service 9.3 Request feedback on ways to improve own performance in delivering personal training sessions
10. Be able to provide motivation and encouragement	10.1 Use appropriate motivational strategies with clients during sessions 10.2 Use techniques to increase client motivation to adhere to lifestyle changes between sessions 10.3 Encourage clients to adhere to planned lifestyle behaviour changes
<b>Assessment</b>	Case study Summative observations Worksheet or professional discussion Self-evaluation Multiple-choice theory exam

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand how to build relationships with different types of customers	1.1 Describe ways to build rapport with different customers 1.2 Explain how you can get to know your customers 1.3 Explain how to adapt communication for specific customers, to include: <ul style="list-style-type: none"> <li>• customers with disabilities</li> <li>• children/teenagers</li> <li>• customers who do not have English as a first language</li> </ul>
2. Understand how to deal with angry or upset customers	2.1 Explain how to adapt communication for customers who are angry, to include: <ul style="list-style-type: none"> <li>• face-to-face</li> <li>• on the telephone</li> <li>• in writing (by email)</li> <li>• via social media/e-media</li> </ul> 2.2 Explain how to adapt communication for customers who are upset
3. Understand equality and diversity in the customer environment	3.1 Describe the terms, 'equality' and 'diversity' 3.2 Give examples of the diverse needs that customers may have 3.3 Outline the key points of equality and diversity legislation that relate to customer care 3.4 Explain why it is important for an organisation to provide for equality and diversity in its services 3.5 Give examples of what a member of staff can do to support equality and diversity in their organisation, to include: <ul style="list-style-type: none"> <li>• respect for working colleagues</li> <li>• meeting the needs of customers</li> </ul> 3.6 Give examples of behaviours that might cause offence to specific customers 3.7 Describe how to ensure that all customers are treated with equality and given the same opportunities and respect



Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to interact with different types of customers	4.1 Adapt communication with specific customers, to include: <ul style="list-style-type: none"> <li>• new customers</li> <li>• regular customers</li> <li>• customers with disabilities</li> <li>• children/teenagers</li> <li>• older adults</li> <li>• customers with English as a second language</li> <li>• angry customers</li> <li>• upset customers</li> </ul>
5. Understand how to deal with customer complaints and problems	5.1 Describe how to apply problem-solving theories to resolve a customer care issue 5.2 Describe typical customer problems 5.3 Identify the differences between assertive, aggressive, manipulative and passive behaviour 5.4 Identify how own behaviour might affect the behaviour of others 5.5 Identify the types of customer behaviour that you personally find challenging to deal with 5.6 Identify ways to deal with customer behaviour you find personally challenging 5.7 Describe how to reassure customers while their problems are being solved
6. Understand when to pass information on to a senior colleague	6.1 Explain how to pass on the complaint to a more senior member of staff if there is sufficient reason to do so 6.2 Explain why it is important for a member of staff to get feedback from the customer and follow up any remaining issues 6.3 Explain the importance of giving feedback to other colleagues involved which will help them avoid future complaints 6.4 Explain the importance of keeping clear records of the way a problem or complaint has been handled 6.5 Describe an organisation's complaint or problem-solving procedure

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
7. Be able to deal with customer complaints and problems	7.1 Summarise the details of the complaint or problem accurately and to customer satisfaction 7.2 Investigate the facts of the complaint in order to establish how it should be dealt with 7.3 Identify a range of solutions 7.4 Identify the benefits of different solutions for the customer and the organisation 7.5 Identify the drawbacks of different solutions for the customer and the organisation 7.6 Report the findings of your investigation to your customer and offer your chosen solution 7.7 Check that the solution is acceptable to the customer 7.8 Check the customer is satisfied with the outcome of the customer care they have received 7.9 Record the outcome of the complaint or problem according to the organisation's procedures
<b>Assessment</b>	Worksheet Summative observation Self-evaluation Multiple-choice theory exam

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand the attitude, skills and demands required to be a successful entrepreneur</p>	<p>1.1 Define the terms, ‘entrepreneur’ and ‘intrapreneur’</p> <p>1.2 Differentiate the key differences between an entrepreneur and intrapreneur, to include:</p> <ul style="list-style-type: none"> <li>• employment status</li> <li>• resources</li> <li>• pros and cons of each role</li> </ul> <p>1.3 Explain the key skills/attitudes of entrepreneurs, to include:</p> <ul style="list-style-type: none"> <li>• personal characteristics</li> <li>• interpersonal skills</li> <li>• critical and creative thinking skills</li> <li>• practical skills</li> </ul> <p>1.4 Describe the risks of starting and running a small business</p> <p>1.5 Explain the demands of successfully running a small business, to include:</p> <ul style="list-style-type: none"> <li>• long hours/time management</li> <li>• pressures associated with decision-making</li> <li>• financial commitments</li> <li>• potential consequences</li> <li>• completion of tedious tasks</li> <li>• filling gaps in knowledge</li> </ul> <p>1.6 Explain the benefits of using a SWOT (strengths, weaknesses, opportunities and threats) analysis when developing a new enterprise or small business</p>
<p>2. Be able to evaluate personal skills and attitudes required to be a successful entrepreneur</p>	<p>2.1 Evaluate own strengths, weaknesses, opportunities and threats in relation to enterprise</p> <p>2.2 Develop a personal action plan to address own strengths, weaknesses, opportunities and threats in relation to enterprise</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
3. Be able to plan an enterprise activity	3.1 Identify a problem or opportunity for enterprise 3.2 Identify the customer profile of a selected enterprise 3.3 Design potential solutions to an enterprise problem or opportunity 3.4 Analyse the viability of the potential solutions to an enterprise problem or opportunity 3.5 Present a proposal/action plan for a solution to an enterprise problem or opportunity, to include: <ul style="list-style-type: none"> <li>• aims and objectives</li> <li>• stages/milestones of the enterprise</li> <li>• unique selling point (USP)</li> <li>• marketing strategy</li> <li>• communication methods/techniques for a range of customer profiles</li> <li>• obtaining feedback from customers/end users</li> <li>• resources required</li> <li>• areas of risk and difficulty (where things might go wrong)</li> <li>• budget</li> <li>• potential reinvestment plans for any money made from the enterprise activity</li> </ul>
4. Be able to manage an enterprise activity	4.1 Evaluate own strengths, weaknesses, opportunities and threats in relation to managing enterprise 4.2 Develop a personal action plan to address own strengths, weaknesses, opportunities and threats in relation to managing enterprise 4.3 Implement an enterprise, putting a proposal/plan into action and monitoring each stage 4.4 Review an action plan and include alternative means to achieve objectives where necessary
<b>Assessment</b>	Multiple-choice theory exam Assignment Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand marketing techniques and tactics</p>	<p>1.1 Define the term marketing</p> <p>1.2 Explain the role of marketing in business</p> <p>1.3 Identify the factors that influence marketing decisions, to include:</p> <ul style="list-style-type: none"> <li>• internal</li> <li>• external</li> <li>• financial</li> </ul> <p>1.4 Explain the components of a marketing mix, to include:</p> <ul style="list-style-type: none"> <li>• price</li> <li>• product</li> <li>• promotion</li> <li>• place</li> </ul> <p>1.5 Evaluate the advantages and disadvantages/constraints of common marketing methods or techniques, to include:</p> <ul style="list-style-type: none"> <li>• press release</li> <li>• cold calling</li> <li>• flyer/poster</li> <li>• competitions</li> <li>• giveaways/free trials</li> <li>• e/digital marketing</li> <li>• social media tools</li> </ul> <p>1.6 Explain the purpose of a marketing plan/strategy for a brand, service or product</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
2. Understand how to conduct market research to develop current or future brands, services or products	2.1 Evaluate different methods of market research, to include: <ul style="list-style-type: none"> <li>• surveys</li> <li>• focus groups</li> <li>• interviews</li> <li>• field trials</li> <li>• observation (of behaviour)</li> </ul> 2.2 Explain the process of crowdsourcing 2.3 Explain how to conduct market research for a brand, service or product 2.4 Describe methods of analysing results/data from market research activities (to include comparison to market competition) 2.5 Explain the importance of setting goals for marketing performance
3. Be able to produce marketing materials for promotional campaigns	3.1 Conduct market research for a brand, service or product 3.2 Analyse results / data from market research activities (to include comparison to market competition) 3.3 Design graphics that represents a brand, service or product to a target market 3.4 Produce promotional material for a brand, service or product target market 3.5 Justify the approach taken to developing promotional material(s) for a target market
4. Be able to develop a marketing plan/strategy for a brand, service or product	4.1 Identify the target audience of a marketing campaign for a brand, service or product 4.2 List the key objectives and targets within a marketing campaign for a brand, service or product 4.3 List risks and difficulties that may be encountered in the marketing of a brand, service or product 4.4 Develop a marketing timeline for the brand, service or product 4.5 Explain how the marketing plan will be communicated with stakeholders
<b>Assessment</b>	Multiple-choice theory exam Assignment Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the evolutionary development of technology in sport and exercise	1.1 Describe major technological developments in sport and exercise, to include: <ul style="list-style-type: none"> <li>• equipment and training aids</li> <li>• clothing</li> <li>• footwear</li> <li>• safety/protective wear</li> <li>• prosthetics, wheelchairs and adaptive equipment</li> <li>• facility design</li> <li>• nutrition and supplementation</li> <li>• doping and anti-doping practices</li> <li>• information and communication technology (ICT), software</li> <li>• smart devices and wearable technology</li> </ul>
2. Understand the benefits of technology applications in sport and exercise	2.1 Describe how the adoption and implementation of sports and exercise technologies have benefitted the following: <ul style="list-style-type: none"> <li>• athletic performance</li> <li>• health improvement/life expectancy</li> <li>• injury prevention and rehabilitation</li> <li>• recovery from training or competition</li> <li>• career length of elite performers</li> <li>• participant/performer safety</li> <li>• official decisions</li> <li>• understanding of the human body and performance</li> </ul>
3. Understand the ethical considerations of technology applications in sport and exercise	3.1 Analyse the potential ethical concerns in relation to the adoption and implementation of sports and exercise technologies, to include: <ul style="list-style-type: none"> <li>• socio-economic</li> <li>• geographical</li> <li>• environmental</li> <li>• legal</li> <li>• able bodied versus disabled or impaired performers</li> </ul>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Be able to evaluate the application and effects of technology in a range of sport and exercise scenarios	4.1 Review appropriate technologies that will enhance the performance and/or experience for the following: <ul style="list-style-type: none"> <li>• individual sport performer</li> <li>• team sport performer</li> <li>• fitness enthusiast</li> <li>• referee/judge/umpire</li> </ul> 4.2 Evaluate the effect smart devices and applications have had or could have on the sedentary population 4.3 Describe how the development of technology has enhanced the experience of spectators of sporting events
<b>Assessment</b>	Assignment



## Optional group – Higher education

	Unit	Unit accreditation number	Level	Credits
9.	Opportunities in higher education	M/507/1214	3	4
10.	Research methods for academic study	H/507/1212	3	3
11.	Research skills for academic study	K/507/1213	3	4

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Be able to research the variety of opportunities available in higher education	1.1 Identify the opportunities in higher education which are suited to own aspirations 1.2 Investigate further information regarding a selection of higher education opportunities 1.3 Evaluate information about identified higher education opportunities
2. Understand the personal value of applying to higher education	2.1 Evaluate the advantages and disadvantages of following a higher education course in relation to own personal development, career aspirations and circumstances 2.2 Explain potential financial and personal challenges that an individual may face in entering higher education 2.3 Investigate the support available to enable a course of higher education, to include: <ul style="list-style-type: none"> <li>• financial</li> <li>• accommodation</li> <li>• travel</li> </ul>
3. Understand the application process for higher education	3.1 Identify the methods of applying to higher education establishments 3.2 Obtain relevant information to plan a course of action and provide a clear rationale for the plan 3.3 Explain the timeframes involved
4. Be able to apply for a higher education course	4.1 Complete the application process relevant to chosen higher education opportunity
<b>Assessment</b>	Assignment Higher education application

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand the research skills needed for higher education</p>	<p>1.1 Explain the importance of time-management when undertaking research, to include:</p> <ul style="list-style-type: none"> <li>• meeting deadlines</li> <li>• avoidance of deadline evasion</li> <li>• setting personal targets</li> <li>• setting priorities for study/research</li> <li>• working within a time constraint</li> </ul> <p>1.2 Explain the importance of planning research</p> <p>1.3 Describe different learning styles</p> <p>1.4 Describe how to identify own learning style and preferences</p> <p>1.5 Evaluate different exam revision techniques</p> <p>1.6 Describe how to approach the failure of an exam</p>
<p>2. Understand different research methods</p>	<p>2.1 Describe qualitative research techniques</p> <p>2.2 Describe quantitative research techniques</p> <p>2.3 Explain the advantages and limitations of different research methods, to include:</p> <ul style="list-style-type: none"> <li>• interview</li> <li>• questionnaire</li> <li>• observation</li> </ul> <p>2.4 Describe the difficulties in interpreting different information gathered</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
3. Understand reading techniques needed for academic study	3.1 Describe different reading techniques, to include: <ul style="list-style-type: none"> <li>• skimming</li> <li>• scanning</li> <li>• reviewing</li> <li>• summarising</li> </ul> 3.2 Define active reading 3.3 Explain the effect and purpose of implied meaning within a variety of texts 3.4 Explain implicit meaning within a variety of texts, to include: <ul style="list-style-type: none"> <li>• hint</li> <li>• suggestion</li> <li>• allusion</li> <li>• inference</li> <li>• assumption</li> <li>• irony</li> <li>• sarcasm</li> <li>• metaphor</li> <li>• symbolism</li> </ul> 3.5 Identify techniques used to make reading active 3.6 Explain why making notes is an essential part of the reading process 3.7 Describe different note-taking techniques 3.8 Identify strategies to help cope with difficult content
<b>Assessment</b>	Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Be able to plan a research project	1.1 Produce draft outlines for research activities 1.2 Seek advice when selecting a research project 1.3 Develop action plans for completion of a research project 1.4 Implement action plans
2. Be able to use learning and revision strategies to suit own learning style	2.1 Identify own learning style and preferences 2.2 Select appropriate techniques to enhance own learning and revision effectiveness 2.3 Apply strategies to enhance own learning and revision effectiveness
3. Be able to research information for a specific project	3.1 Define a specific topic for research 3.2 Define the aims and limits of the research within a chosen subject area 3.3 Use relevant research techniques to extract the information needed for a specific project 3.4 Formulate questions to provide focus when investigating information and/or ideas 3.5 Use purposeful questions across a range of academic and non-academic sources, to include: <ul style="list-style-type: none"> <li>• books</li> <li>• textbooks</li> <li>• newspapers</li> <li>• journals</li> <li>• electronic sources (e-books, websites, DVDs)</li> </ul> 3.6 Use a range of resources to extract information for a specific research project, to include: <ul style="list-style-type: none"> <li>• books</li> <li>• textbooks</li> <li>• newspapers</li> <li>• journals</li> <li>• electronic sources (e-books, websites, DVDs)</li> </ul> 3.7 Use reading techniques to explore sources of information, for example: <ul style="list-style-type: none"> <li>• active reading</li> <li>• skimming</li> <li>• scanning</li> <li>• reviewing</li> <li>• summarising</li> </ul>

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.8 Apply note-taking techniques to record specific key information 3.9 Determine which sources of information are valid and credible for use in the project 3.10 Extract the final information needed to inform the research project 3.11 Present a logical argument in a research project
4. Be able to manage a research project	4.1 Set priorities for study 4.2 Manage own time to complete a research project to deadlines 4.3 Evaluate own allocation of time for tasks 4.4 Monitor own progress towards deadlines 4.5 Meet deadlines set to complete academic tasks
5. Be able to present the findings of a final research project	5.1 Use terminology consistent with the topic's subject 5.2 Present a finished project in forms consistent with subject specific conventions 5.3 Select, synthesise and logically structure information 5.4 Write in fluent, accurate English observing the conventions of grammar, punctuation and spelling 5.5 Demonstrate analytical techniques, to include: <ul style="list-style-type: none"> <li>• using judgement</li> <li>• presenting an argument</li> <li>• critical analysis</li> <li>• debating views</li> </ul> 5.6 Reference credible sources to present an accurate representation of the available scientific research 5.7 Use academic citation/referencing appropriate to the project and the specific project topic
6. Be able to evaluate the research project	6.1 Evaluate and reflect on own performance 6.2 Create an action plan for future improvement
<b>Assessment</b>	Assignment

## Optional group – Fitness and exercise

Unit	Unit accreditation number	Level	Credits	
12.	Planning and instructing outdoor fitness sessions	T/507/1215	3	8
13.	Nutrition for sport and exercise performance	A/507/1216	3	5
14.	The role of exercise referral for managing medical conditions	F/507/1220	3	8
<b>Units 15 &amp; 16 must be taken together</b>				
15.	Physical activity and health considerations for the pre and postnatal client	K/600/2595	3	2
16.	Design and implement exercise programmes for the pre and postnatal client	M/600/2596	3	3
<b>Units 17 &amp; 18 must be taken together</b>				
17.	Physical activity and health considerations for the older adult	H/504/3555	3	3
18.	Designing and adapting exercise programmes for the older adult	K/504/3556	3	3
<b>Unit 19 can be taken on its own but unit 20 can only be taken if unit 19 has been completed</b>				
19.	Understand the principles of soft tissue dysfunction	Y/506/7223	3	3
20.	Exercise strategies to reduce risk of injury	J/507/1235	3	4
<b>Unit 21 can be taken on its own but unit 22 can only be taken if unit 21 has been completed</b>				
21.	Principles of sports conditioning	L/507/1236	3	4
22.	Plan, deliver and evaluate sports conditioning programmes	R/507/1237	3	3
<b>Units 23-26 must be taken together</b>				
23.	Anatomy and physiology for sports massage	J/506/7220	3	10
24.	Understand the principles of soft tissue dysfunction	Y/506/7223	3	3
25.	Professional practice in sports massage	D/506/7224	3	5
26.	Sports massage treatments	T/506/7228	3	16

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand the types of outdoor fitness training environments</p>	<p>1.1 Describe the types of outdoor environments that can be used for fitness training, for example:</p> <ul style="list-style-type: none"> <li>• parks</li> <li>• beaches</li> <li>• gardens</li> <li>• trim trails</li> <li>• woodland/off-road</li> </ul> <p>1.2 Explain the benefits and disadvantages of each outdoor training location</p>
<p>2. Understand the health and safety requirements specific to delivering outdoor fitness sessions</p>	<p>2.1 Outline why health and safety is important in outdoor fitness training environments</p> <p>2.2 Identify the legal and regulatory requirements for health and safety specific to outdoor fitness training</p> <p>2.3 Identify roles and responsibilities for ensuring the health and safety of individuals taking part in outdoor fitness training sessions</p> <p>2.4 Describe the key health and safety documents that are relevant for delivering outdoor fitness sessions</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 outdoor fitness training environments</p> <p>2.7 Explain the procedures to follow if an emergency occurs during an outdoor fitness session</p> <p>2.8 Describe how to maintain the safety of people involved in emergencies outdoors, to include:</p> <ul style="list-style-type: none"> <li>• children</li> <li>• older people</li> <li>• disabled people</li> </ul>



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

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the considerations for conducting outdoor training sessions with groups	<p>4.1 Describe a range of outdoor group fitness training methods, to include:</p> <ul style="list-style-type: none"> <li>• circuit training</li> <li>• bootcamp training</li> <li>• games</li> <li>• health walks</li> <li>• green gyms</li> </ul> <p>4.2 Explain the benefits and challenges of delivering group outdoor fitness training sessions</p> <p>4.3 Describe the need for professionalism when working with groups of participants outdoors</p> <p>4.4 Explain how to apply safe session structure to outdoor sessions, to include:</p> <ul style="list-style-type: none"> <li>• warm-up</li> <li>• main session</li> <li>• cool-down</li> </ul> <p>4.5 Identify instructional cues and teaching points when working with groups outdoors, to include:</p> <ul style="list-style-type: none"> <li>• effective use of body language</li> <li>• correct demonstrations</li> <li>• use of timely feedback</li> <li>• effective exercise correction</li> </ul>
5. Understand a range of exercises suitable for use in outdoor fitness training environments	<p>5.1 Identify a range of exercises suitable for outdoor fitness training, to include:</p> <ul style="list-style-type: none"> <li>• cardiovascular</li> <li>• bodyweight</li> <li>• use of environmental features</li> <li>• portable equipment</li> <li>• flexibility</li> </ul> <p>5.2 Describe how to incorporate environmental structures and features into outdoor fitness training sessions</p> <p>5.3 Describe how training systems can be used when designing an outdoor fitness programme</p> <p>5.4 Describe how to incorporate the use of a partner or group in outdoor fitness training sessions</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Be able to plan outdoor fitness training sessions	6.1 Describe the aims and objectives of the outdoor exercise session 6.2 Identify environmental considerations relevant to the outdoor fitness training session 6.3 Plan safe and effective fitness training sessions for groups, to include: <ul style="list-style-type: none"> <li>• warm-up</li> <li>• main component</li> <li>• cool-down</li> </ul> 6.4 Provide alternatives to the programmed exercises if participants cannot take part as planned 6.5 Develop a written contingency plan
7. Be able to deliver outdoor fitness training sessions	7.1 Prepare the equipment and environment for a planned outdoor fitness training session 7.2 Carry out a safety check of the environment and equipment for a planned outdoor fitness training session 7.3 Implement control measures to mitigate any anticipated hazards that may affect a planned outdoor fitness session 7.4 Ensure there is access to essential amenities, to include: <ul style="list-style-type: none"> <li>• toilets</li> <li>• drinking water</li> <li>• first aid supplies</li> <li>• emergency telephone</li> </ul> 7.5 Check that all participants are appropriately prepared for the session, to include: <ul style="list-style-type: none"> <li>• access to water</li> <li>• suitable footwear</li> <li>• appropriate clothing for weather conditions</li> <li>• pre-activity health screening</li> </ul> 7.6 Help participants feel at ease in the outdoor fitness environment 7.7 Explain the planned aims, objectives and outdoor safety considerations 7.8 Explain the physical and technical demands of the planned exercises and how the outdoor environment may affect these

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>8. Be able to deliver safe and effective outdoor fitness training sessions</p>	<p>8.1 Provide a warm-up appropriate to participants' needs, the planned session and environmental conditions</p> <p>8.2 Make best use of the environment to maintain participant safety and achieve session objectives</p> <p>8.3 Provide instructions, explanations and demonstrations that are technically correct, safe and effective</p> <p>8.4 Adapt verbal and non-verbal communication methods to ensure clear communication with participants</p> <p>8.5 Analyse participants' performance, providing positive reinforcement throughout</p> <p>8.6 Provide timely exercise correction using appropriate techniques and communication modalities</p> <p>8.7 Explain how exercises can be progressed or regressed to meet participants' needs</p> <p>8.8 Provide motivation in a style consistent with the session that is respectful of participants</p> <p>8.9 Address the needs of individual participants without detracting from the experience of the group as a whole</p> <p>8.10 Lead a cool-down suitable for the type and intensity of physical exercise, participants' needs and the environmental conditions</p> <p>8.11 Review the session with participants, to include:</p> <ul style="list-style-type: none"> <li>• providing feedback to participants on performance during the session</li> <li>• gathering feedback from participants about their experience of the session</li> <li>• providing participants with information about future sessions</li> </ul> <p>8.12 Oversee the participants' safe departure from the session</p> <p>8.13 Leave the environment in a suitable condition for others to use</p>
<p>9. Be able to evaluate outdoor fitness training sessions</p>	<p>9.1 Review the safety and effectiveness of the session</p> <p>9.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting participant needs</p> <p>9.3 Evaluate the effectiveness of instructional skills for meeting participant needs</p> <p>9.4 Evaluate the effectiveness of communication for meeting participant needs</p> <p>9.5 Identify ways to improve instructional skills and communication</p> <p>9.6 Identify ways to improve session content to meet participant needs</p>
<p><b>Assessment</b></p>	<p>Assignments</p> <p>Summative observations</p> <p>Self-evaluation</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the need for a healthy, balanced diet to optimise sports performance	1.1 Describe the rationale for having a healthy, balanced diet as the cornerstone of a sports nutrition programme 1.2 Identify the functions of macronutrients, micronutrients and water in relation to sport/exercise performance and recovery 1.3 Recognise how sport/exercise training may affect an individual's nutritional requirements
2. Understand how to access credible information about sports and performance nutrition	2.1 Access credible scientific information about sports and performance nutrition 2.2 Identify recognised sports nutrition guidelines from credible organisations, for example: <ul style="list-style-type: none"> <li>• the International Olympic Committee</li> <li>• the British Association of Sports and Exercise Sciences</li> <li>• the Australian Institute of Sport</li> </ul> 2.3 Describe how scientific findings can be presented to exaggerate the purported benefits of sports nutrition products
3. Understand the benefits and risks of specific nutritional protocols that may be used to prepare for sports or fitness events	3.1 Explain protocols for tailoring nutrition and training to optimise performance in endurance events, for example: <ul style="list-style-type: none"> <li>• carbohydrate loading</li> <li>• fat loading</li> <li>• tapering</li> </ul> 3.2 Explain protocols for tailoring nutrition and training to optimise performance in strength and power events, for example: <ul style="list-style-type: none"> <li>• matching nutrition to training phase</li> <li>• optimising strength/power to weight ratio</li> <li>• post-event recovery for multiple event sports</li> </ul> 3.3 Explain the health risks and performance implications of protocols that involve extremely low calorie diets and dehydration prior to bodybuilding or physique events

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Understand the current scientific evidence relating to the safety and efficacy of common, legally available supplements and ergogenic aids	4.1 Identify a range of commonly and legally available supplements and ergogenic aids 4.2 Recognise the scientific rationale or mechanism of action for the identified supplements and ergogenic aids 4.3 Describe a range of supplements and ergogenic aids which are classified as safe and effective based on current scientific evidence, to include: <ul style="list-style-type: none"> <li>• vitamin and mineral supplements</li> <li>• carbohydrate supplements</li> <li>• protein supplements</li> <li>• creatine supplements</li> <li>• caffeine</li> <li>• nitrate supplementation</li> </ul>
<b>Assessment</b>	Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand the role of exercise referral for managing medical conditions</p>	<p>1.1 Identify the impact of relevant Chief Medical Officer Reports on the promotion of activity and exercise</p> <p>1.2 Recognise the structure of the health service and the roles of key bodies</p> <p>1.3 Describe the role of exercise referral for managing specified medical conditions, to include:</p> <ul style="list-style-type: none"> <li>• evidence reports from different schemes</li> <li>• emerging themes (client benefits)</li> </ul> <p>1.4 Identify methods and data used to evaluate and review the success of exercise referral schemes</p> <p>1.5 Recognise criticisms regarding the effectiveness of exercise referral (e.g. NICE reports, ukactive reports)</p>
<p>2. Understand the medical conditions managed by exercise referral schemes</p>	<p>2.1 Identify the medical conditions managed in exercise referral schemes (within the scope of practice of exercise referral instructors and with consideration to different inclusion/exclusion criteria)</p> <p>2.2 Identify the risk factors, causes and progression of specified medical conditions</p> <p>2.3 Describe the clinical signs and symptoms of specified medical conditions</p> <p>2.4 Identify interventions used in the treatment of specified medical conditions, to include:</p> <ul style="list-style-type: none"> <li>• medication</li> <li>• surgical</li> <li>• therapeutic</li> <li>• lifestyle behaviour changes</li> <li>• exercise and activity</li> <li>• nutrition</li> </ul> <p>2.5 Describe the risks and benefits of exercise for specific medical conditions, including contraindications for exercise</p> <p>2.6 Explain the exercise guidelines and restrictions of exercise for specified medical conditions</p> <p>2.7 Describe considerations for exercise when dealing with comorbidities</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>3. Understand the process of exercise referral and the roles of professionals involved in the process</p>	<p>3.1 Recognise different industry guidance documents that have been used for managing exercise referral schemes over the last two decades, to include:</p> <ul style="list-style-type: none"> <li>• National Quality Assurance Framework (NQAF)</li> <li>• British Heart Foundation National Centre for Physical Activity and Health (BHFNC) toolkit</li> <li>• professional and operational standards</li> </ul> <p>3.2 Outline the exercise referral process, to include:</p> <ul style="list-style-type: none"> <li>• initial referral and assessment</li> <li>• participation</li> <li>• exit routes</li> <li>• follow-up</li> </ul> <p>3.3 Describe the roles and role boundaries of professionals involved in the exercise referral process</p> <p>3.4 Recognise risk stratification models used in exercise referral to assess risk</p> <p>3.5 Describe how different conditions and pathophysiology are risk stratified, including contraindications for exercise</p> <p>3.6 Recognise when clients need to be signposted to other professionals</p> <p>3.7 Describe the records that need to be maintained as part of the referral process, with consideration to information sharing and data protection legislation</p> <p>3.8 Explain the personal, professional and communication skills required to work in exercise referral, including medico-legal requirements</p> <p>3.9 Describe job roles and professions that may involve using or recommending physical activity as a means to prevent or manage chronic medical conditions</p>
<b>Assessment</b>	Worksheet



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the benefits of physical activity for pre and postnatal clients	1.1 Explain the value of physical activity for pre and postnatal clients to include: <ul style="list-style-type: none"> <li>• maintenance of fitness levels</li> <li>• increased body awareness and improved posture</li> <li>• prevention of low back pain</li> <li>• weight control</li> <li>• faster postnatal recovery</li> <li>• reported easier pregnancy and delivery</li> </ul>
2. Know the physiological and biomechanical changes that take place during pregnancy	2.1 Summarise the three trimesters 2.2 Describe the physiological and biomechanical changes associated with each trimester to include: <ul style="list-style-type: none"> <li>• the circulatory system</li> <li>• the respiratory system</li> <li>• the musculoskeletal system</li> <li>• the metabolic and hormonal systems</li> </ul> 2.3 Explain the implications of these changes for the client taking part in physical activity
3. Understand the key considerations for pre and postnatal clients participating in physical activity	3.1 List the contraindications to physical activity during and after pregnancy 3.2 Explain the guidelines for referral 3.3 Identify the warning signs that indicate the client should stop exercising 3.4 Explain how to respond to these warning signs 3.5 Describe the key considerations when developing an effective working relationship with pre and postnatal clients 3.6 List the types of real and perceived barriers that pre and postnatal clients may have about participating in physical activity 3.7 Describe ways in which these barriers can be overcome

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Know the nutritional requirements for pre and postnatal clients	4.1 Explain the importance of a balanced diet for pre and postnatal clients with particular reference to the importance of: <ul style="list-style-type: none"> <li>• avoiding dramatic weight loss during pregnancy</li> <li>• increasing maternal caloric intake to support the breast feeding process</li> </ul> 4.2 List the sources of food which are important for pre and postnatal clients 4.3 List the foods which should be avoided during pregnancy and the reasons for these 4.4 Explain the reasons why pre and postnatal clients should keep hydrated and avoid hot and or humid conditions
<b>Assessment</b>	Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Be able to collect information and select appropriate activities with the pre or postnatal client</p>	<p>1.1 Explain the importance of pre-activity screening for pre and postnatal clients</p> <p>1.2 Identify information to be collected by a fitness professional, to include:</p> <ul style="list-style-type: none"> <li>• lifestyle</li> <li>• medical and pregnancy history</li> <li>• physical activity history</li> <li>• attitude and motivation</li> <li>• exercise preferences</li> <li>• barriers to exercise (perceived or actual)</li> <li>• current level of fitness</li> </ul> <p>1.3 Collect information about the pre or postnatal client selecting appropriate methods</p> <p>1.4 Interpret the information gathered from the screening process and identify any reasons for referral</p> <p>1.5 Record information in an effective manner with:</p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• appropriate to the interview and/or questionnaire results</li> </ul> <p>1.6 Observe the legal and ethical responsibilities regarding screening, client records and confidentiality</p> <p>1.7 Identify sources of information and advice when working with pre and postnatal clients</p> <p>1.8 Select activities that are appropriate to the pre or postnatal client, taking into consideration the clients:</p> <ul style="list-style-type: none"> <li>• health status and any contraindications</li> <li>• injury status and any specific recommended adaptations if appropriate</li> <li>• any other precautions identified during client consultation</li> </ul>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
2. Be able to design an individualised, safe and effective exercise programme for pre or postnatal clients	2.1 Apply the principles of FITT (Frequency, Intensity, Time and Type) to the design of an exercise programme during the: <ul style="list-style-type: none"> <li>• 1st trimester</li> <li>• 2nd trimester</li> <li>• 3rd trimester</li> <li>• recovery from pregnancy</li> </ul> 2.2 Select appropriate types of activity for the client and the stage of pregnancy 2.3 List the types of activity which should be avoided and explain the reasons for avoiding these, to include: <ul style="list-style-type: none"> <li>• prenatal clients</li> <li>• postnatal clients</li> </ul> 2.4 Identify any alternatives or modifications specific to the individual client needs, to include: <ul style="list-style-type: none"> <li>• individual exercises</li> <li>• equipment selection</li> <li>• programme content</li> </ul> 2.5 Describe the guidelines on stretching, to include: <ul style="list-style-type: none"> <li>• prenatal clients</li> <li>• postnatal clients</li> </ul> 2.6 Explain the importance of pelvic floor exercises 2.7 Explain the importance of not exercising to exhaustion and how to avoid this
3. Be able to record the individualised exercise programme for the pre or postnatal client	3.1 Record the programme in an appropriate format ensuring that the information is usable to the pre or postnatal client
4. Be able to identify and manage specific risks to the pre or postnatal client when participating in physical activity	4.1 Identify any specific risks for the pre or postnatal client when participating in physical activity, related to: <ul style="list-style-type: none"> <li>• stage of pregnancy</li> <li>• type of activity</li> <li>• equipment</li> <li>• environment</li> </ul> 4.2 Describe ways to manage the identified risks
<b>Assessment</b>	Case study

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand the effects of ageing on the UK population</p>	<p>1.1 Describe how the UK's demographics have changed over the last 20 years, to include:</p> <ul style="list-style-type: none"> <li>• age</li> <li>• gender</li> </ul> <p>1.2 Give an overview of the different theories of ageing, to include:</p> <ul style="list-style-type: none"> <li>• chronological</li> <li>• biological</li> <li>• functional</li> <li>• successful</li> <li>• pathological</li> </ul> <p>1.3 Describe the benefits of physical activity for the older person, to include:</p> <ul style="list-style-type: none"> <li>• disease prevention</li> <li>• health promotion</li> <li>• preservation of function</li> <li>• quality of life</li> </ul> <p>1.4 Explain the short- and long-term effects of exercise on blood pressure, including the Valsalva effect</p>
<p>2. Understand the physiological and biomechanical changes associated with ageing and their implications for physical activity</p>	<p>2.1 Explain the skeletal system changes associated with ageing</p> <p>2.2 Explain the muscular system changes associated with ageing</p> <p>2.3 Explain the respiratory system changes associated with ageing</p> <p>2.4 Explain the cardiovascular system changes associated with ageing</p> <p>2.5 Explain the nervous system changes associated with ageing</p> <p>2.6 Describe the implications for the older adults' ability to perform physical activity, to include:</p> <ul style="list-style-type: none"> <li>• benefits</li> <li>• risks</li> </ul>
<p>3. Understand the medical conditions commonly associated with old age and their implications for physical activity</p>	<p>3.1 Outline medical conditions commonly associated with old age</p> <p>3.2 Outline any implications these medical conditions may have on the client's ability to partake in physical activity</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Understand the key considerations for older adults participating in physical activity	4.1 Explain the absolute contraindications to exercise 4.2 Explain the risks of exercise for an older adult 4.3 Define the fitness professional's scope of practice 4.4 Describe how to deal with a client who has a medical condition outside the scope of practice of the fitness professional 4.5 Explain when to refer to other professionals 4.6 Identify the warning signs that indicate the client should stop exercising 4.7 Explain how to respond to these warning signs 4.8 Explain how to maintain the safety of older clients in an emergency 4.9 Describe the key considerations when developing an effective working relationship with older clients 4.10 List the types of real and perceived barriers that older clients may have regards participating in physical activity 4.11 Describe ways in which these barriers can be overcome 4.12 Identify credible sources of information on age-related issues, for example: <ul style="list-style-type: none"> <li>• health</li> <li>• social</li> <li>• exercise/activity</li> </ul>
5. Understand the communication skills required to engage with older adults	5.1 Describe a range of motivational communication strategies suitable when working with older adults in a range of settings/environments, for example: <ul style="list-style-type: none"> <li>• sheltered housing</li> <li>• residential homes</li> <li>• community centres</li> <li>• leisure centres</li> </ul> 5.2 Explain why the use of appropriate language is vital when engaging with clients 5.3 Explain the importance of listening to and addressing client feedback 5.4 Describe how to develop social support strategies to enable long-term participation 5.5 Describe the components of age friendly marketing strategies
<b>Assessment</b>	Worksheets Assignment

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the principles of collecting information to plan a physical activity programme for the older adult	1.1 Explain the principles of informed consent 1.2 Summarise the client information that should be collected when designing a physical activity programme for the older adult 1.3 Explain how to interpret information collected from the client in order to identify client needs and goals 1.4 Explain the legal and ethical implications of collecting client information
2. Understand how to identify goals with older adults	2.1 Explain how to identify clients' short-, medium- and long-term goals, to include: <ul style="list-style-type: none"> <li>• physical/functional</li> <li>• psychological</li> <li>• social</li> <li>• lifestyle</li> <li>• adherence</li> </ul> 2.2 Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a physical activity programme for the older adult
3. Understand how to plan a physical activity programme for the older adult	3.1 Summarise the key principles of designing physical activity programmes to achieve short-, medium- and long-term goals, including the order and structure of sessions for the older adult 3.2 Explain how to incorporate the components of fitness and principles of training into programme design 3.3 Describe a range of safe and effective exercises/physical activities suitable for older adults 3.4 Explain how to include physical activities as part of a client's lifestyle to complement exercise sessions 3.5 Identify when it might be appropriate to share the programme with other professionals

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Understand the teaching and instructing skills required when working with older adults	4.1 Explain how to develop and refine their teaching skills to enable the effective instruction of older adults, to include: <ul style="list-style-type: none"> <li>• visual and verbal instruction</li> <li>• observation</li> <li>• movement analysis</li> </ul> 4.2 Explain how to develop safe, effective, enjoyable older adult friendly exercise and physical activity environments 4.3 Explain how to create a social atmosphere and peer support groups
5. Be able to plan a physical activity programme for the older adult	5.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are: <ul style="list-style-type: none"> <li>• appropriate to client's age, any associated medical condition/s, goals and level of fitness</li> <li>• consistent with accepted good practice</li> </ul> 5.2 Ensure appropriate components of fitness are built into the programme 5.3 Apply the principles of training which are appropriate to the client, their age and ability to help achieve short-, medium- and long-term goals 5.4 Agree the demands of the programme with the client 5.5 Agree appropriate evaluation methods and review points with the client 5.6 Identify the resources needed for the programme 5.7 Record plans in a format that will help clients and other professionals involved to implement the programme
6. Understand how to adapt exercise to meet the needs of older adults	6.1 Explain why it is important to monitor individual progress if more than one client is involved in the session 6.2 Describe different methods of monitoring client's progress during exercise, including groups of clients 6.3 Explain when it may be necessary to adapt planned exercises to meet client's needs 6.4 Explain how to adapt exercise/exercise positions as appropriate to individual clients and the environment 6.5 Explain how to modify the intensity of exercise according to the needs and response of the clients
<b>Assessment</b>	Case study Worksheet



**Unit 19** Y/506/7223 **Level: 3** **Credit value: 3**

**Unit Title:** Understand the principles of soft tissue dysfunction

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
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
<b>Assessment</b>	Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<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"> <li>• static assessments</li> <li>• dynamic assessments</li> </ul> <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"> <li>• exercise technique assessments (squat/shoulder press/ bench press)</li> <li>• gait analysis</li> <li>• performance movement analysis</li> </ul> <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>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
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"> <li>• verbal medical/health/injury screening</li> <li>• psychological readiness and motivation</li> </ul> 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

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<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><b>Assessment</b></p>	<p>Worksheet</p> <p>Summative observations</p> <p>Case study</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand the role of a sports conditioning coach</p>	<p>1.1 Define the term sports conditioning</p> <p>1.2 Outline the role of a sports conditioning coach, to include</p> <ul style="list-style-type: none"> <li>• planning and preparatory responsibilities</li> <li>• understanding the specific requirements of each specific sport being worked with</li> <li>• monitoring and analysis of the sportsperson/people</li> <li>• balancing the needs of a team and the individual</li> <li>• providing appropriate conditioning programmes to benefit the individual, their team and their performance</li> </ul> <p>1.3 Identify the different environments and situations in which a sports conditioning coach may be required to work, for example:</p> <ul style="list-style-type: none"> <li>• professional sports clubs</li> <li>• amateur sports clubs</li> <li>• indoor facilities</li> <li>• outdoor facilities</li> <li>• in season</li> <li>• out of season</li> <li>• post-injury rehabilitation</li> <li>• competitive preparation</li> <li>• recovery from competition</li> </ul> <p>1.4 Identify different types of sports conditioning clients</p> <p>1.5 Describe the personal qualities and skills required of a sports conditioning coach</p> <p>1.6 Describe the technical skills required of a sports conditioning coach</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand how to develop self as a sports conditioning coach	2.1 Explain the importance of continuing professional development (CPD) for a sports conditioning coach 2.2 Identify ways to develop the required skills and competencies of a sports conditioning coach 2.3 Identify a range of sources that can be used to keep up-to-date with scientific research in the field of sports conditioning 2.4 Explain how to ensure that the sources are reputable and credible and the information presented is valid and reliable 2.5 Explain the importance of ensuring that sources of information used to develop knowledge are reputable, credible, valid and reliable
3. Understand the principles of programming for sports conditioning	3.1 Explain how the principles of training are used to programme for sports conditioning, to include: <ul style="list-style-type: none"> <li>• specificity</li> <li>• progressive overload</li> <li>• reversibility</li> <li>• adaptability</li> <li>• individuality</li> <li>• rest and recovery</li> </ul> 3.2 Describe how the principles of fitness and training can be manipulated to maximise sports performance, to include: <ul style="list-style-type: none"> <li>• speed</li> <li>• agility</li> <li>• power and rate of force production</li> <li>• plyometrics</li> <li>• proprioception</li> <li>• motor control</li> </ul> 3.3 Explain how programmes can be periodised to maximise competitive performance 3.4 Explain the importance of considering both general fitness and specific sporting requirements when planning sports conditioning programmes

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>4. Understand sporting demands and how they can be used to inform effective sports conditioning programming</p>	<p>4.1 List the types of demands that can be placed upon a sports person, to include:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• environmental</li> <li>• physiological</li> <li>• biomechanical</li> <li>• psychological</li> </ul> <p>4.2 Explain the importance of understanding the demands of a sport when planning conditioning programmes</p> <p>4.3 Describe how demands can be used to inform effective sports conditioning programming</p> <p>4.4 Describe how each type of demand can be assessed and analysed to provide the key information required to plan sports conditioning programmes</p> <p>4.5 Explain the importance of considering the individual and their performance goals when analysing sporting demands</p> <p>4.6 Describe ways in which an individual's specific requirements/circumstances can affect overall sporting demands</p> <p>4.7 Identify the signs and symptoms of overtraining</p> <p>4.8 Identify a range of situations when it may be necessary to refer to, or work with, other professionals</p>
<p>5. Understand how fitness assessments can support the planning of sports conditioning programmes</p>	<p>5.1 Explain the importance of selecting the most appropriate fitness assessment for a specific sport/team/individual</p> <p>5.2 Describe how to critically compare a range of fitness assessments</p> <p>5.3 Explain how fitness assessments can be used to support sports conditioning programmes that develop maximum sporting performance</p>
<p>6. Understand how assessment and programming can support the planning of sports conditioning programmes</p>	<p>6.1 Describe the injury cycle</p> <p>6.2 Identify ways that effective programming can help to break the injury cycle</p> <p>6.3 Describe different methods of carrying out postural assessments, to include:</p> <ul style="list-style-type: none"> <li>• static assessments</li> <li>• dynamic assessments</li> </ul> <p>6.4 Explain how static and dynamic postural assessments can be used to support sports conditioning programmes</p>
<p><b>Assessment</b></p>	<p>Assignments</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Be able to gather appropriate information to plan a sports conditioning programme</p>	<p>1.1 Analyse the demands of a sport</p> <p>1.2 Identify the performance demands of the sports training and competition phases, to include:</p> <ul style="list-style-type: none"> <li>• priorities of sports or sporting governing bodies</li> <li>• team priorities</li> <li>• individual priorities</li> </ul> <p>1.3 Perform appropriate medical and lifestyle screening prior to any fitness or postural assessment</p> <p>1.4 Select a range of appropriate fitness and postural assessments to identify the current performance capabilities of a sportsperson in relation to the performance demands</p> <p>1.5 Explain selected assessment protocols concisely, answering any questions from involved parties clearly, and check understanding</p> <p>1.6 Obtain informed consent for planned fitness and postural assessments and future programmed exercises and activities</p> <p>1.7 Perform appropriate fitness and postural assessments to identify the current performance capabilities of a sportsperson in relation to the performance demands</p> <p>1.8 Analyse the collected information from demands analysis and fitness and postural assessments to compare current performance capabilities in relation to the performance activity</p> <p>1.9 Discuss and agree specific, measurable, achievable, relevant, timed (SMART) goals with all involved parties, to include:</p> <ul style="list-style-type: none"> <li>• short-term goals</li> <li>• medium-term goals</li> <li>• long-term goals</li> </ul> <p>1.10 Record all information collected in a manner that adheres to legal and organisational requirements</p>



Learning outcomes The learner will:	Assessment criteria The learner can:
2. Be able to plan sports conditioning programmes to improve performance	2.1 Identify exercises and activities that can be used to improve performance in line with the agreed specific, measurable, achievable, relevant, timed (SMART) goals 2.2 Describe how to progress exercises and activities to maximise performance in line with agreed specific, measurable, achievable, relevant, timed (SMART) goals 2.3 Design sessions and programmes that follow established guidelines to minimise injury risk and optimise adaptation and progression towards the agreed specific, measurable, achievable, relevant, timed (SMART) goals 2.4 Design short-, medium- and long-term progressive programmes that effectively apply the principles of periodisation 2.5 Explain measures to ensure the health and safety of sessions and programmes, including injury risk management strategies 2.6 Discuss and agree the periodised plan with all involved parties 2.7 Discuss and agree points of evaluation and review of the progression and programme with all involved parties 2.8 Obtain informed consent for the planned exercises and activities included in the progressive programme
3. Be able to prepare to deliver sports conditioning sessions	3.1 Demonstrate understanding of the facility's health and safety guidelines including normal operating procedures (NOPs) and emergency operating procedures (EOPs) 3.2 Prepare the environment, equipment and resources for the session, checking safety and making adaptations where necessary 3.3 Assess the sportsperson's readiness to participate in the planned session, to include: <ul style="list-style-type: none"> <li>• verbal medical/health/injury screening</li> <li>• psychological readiness and motivation</li> </ul> 3.4 Explain the content and structure of the planned session in relation to the agreed goals and current capabilities 3.5 Encourage questions and feedback to enable appropriate modification of the planned session 3.6 Outline appropriate health and safety information specific to the planned activities

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Be able to instruct effective sports conditioning sessions	4.1 Deliver safe and effective warm-up activities to appropriately prepare the sportsperson/ people for the conditioning session 4.2 Introduce each activity with clear instructions, rules and techniques to maximise effective performance in relation to the agreed session goals 4.3 Use appropriate verbal, visual and kinaesthetic cues to correct technique and improve movement quality where required 4.4 Use appropriate motivational strategies to facilitate and encourage maximal performance throughout the activity/ exercise 4.5 Monitor performance, intensity and feedback at all times 4.6 Modify and adapt activities/exercises in response to performance and feedback 4.7 Balance the needs of the individual and the group 4.8 Deliver safe and effective cool-down activities to facilitate appropriate recovery from the conditioning session 4.9 Leave the environment and equipment in a condition suitable for future use 4.10 Record session outcomes appropriately, adhering to legal and organisational requirements
5. Be able to evaluate sessions and modify programmes accordingly	5.1 Utilise a range of methods to collect feedback from all involved parties 5.2 Self-reflect on the session(s), identifying positive and developmental aspects 5.3 Analyse the collected feedback and self-reflections 5.4 Identify appropriate modifications to future sessions/ programmes 5.5 Discuss and agree modifications with all involved parties 5.6 Record evaluation, analysis and modifications appropriately, adhering to legal and organisational requirements
6. Be able to evaluate sessions to modify and develop own instructing performance	6.1 Collect feedback from all involved parties in relation to own instruction and performance during the session 6.2 Self-reflect on own instruction skills to identify positive and developmental aspects 6.3 Analyse all feedback and self-reflections 6.4 Identify ways to develop and improve future practice 6.5 Create a personal development plan including relevant development activities 6.6 Review the development activities as appropriate
<b>Assessment</b>	Case study Summative observation Self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the structural organisation of the human body	1.1 Outline the structural organisation of the human body 1.2 Describe the structure of the human cell 1.3 Describe the functions of the human cell 1.4 Describe the different types of human tissue 1.5 Explain the functions of the different types of human tissue
2. Understand the structure and functions of the skin	2.1 Describe the structure of the skin 2.2 Describe the functions of the skin
3. Understand the structure and functions of the skeletal system	3.1 Describe the structure of the skeletal system 3.2 Describe the functions of the skeletal system 3.3 Explain the classification of bones 3.4 Explain the stages of bone growth and repair
4. Understand the structure and functions of joints	4.1 Describe the different joint categories 4.2 Explain the structure of synovial joints 4.3 Describe joint actions at the major joints 4.4 Explain the characteristics of ligaments 4.5 Explain the characteristics of tendons
5. Understand the structure and functions of the muscular system	5.1 Describe the characteristics of the types of muscle tissue 5.2 Locate the major anterior and posterior skeletal muscles 5.3 Identify and locate the muscle attachment sites for the major muscles of the body 5.4 Describe the action of the major anterior and posterior skeletal muscles 5.5 Describe the roles of muscles during movement 5.6 Explain the different types of muscle contraction 5.7 Explain the principles of muscle contraction
6. Know the structure and functions of the nervous system	6.1 Describe the structure of the nervous system 6.2 Outline the functions of each subdivision of the nervous system 6.3 Explain the characteristics of the different types of nerves
7. Understand the structure and functions of the endocrine system	7.1 Describe the structure of the endocrine system 7.2 Explain the role of hormones 7.3 Name key hormones and their actions

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Understand the structure and functions of the cardiovascular system	8.1 Describe the structure of the cardiovascular system 8.2 Describe the functions of the cardiovascular system 8.3 Describe the flow of blood around the circulatory system 8.4 Describe the composition of blood 8.5 Describe blood pressure 8.6 Describe the factors that may affect blood pressure
9. Understand the structure and functions of the respiratory system	9.1 Describe the structure of the respiratory system 9.2 Describe the functions of the respiratory system 9.3 Identify the main muscles involved in breathing 9.4 Describe the passage of air through the cardio-respiratory systems, including gaseous exchange
10. Understand the structure and functions of the lymphatic system	10.1 Outline the structure of the lymphatic system 10.2 Describe the functions of the lymphatic system 10.3 Describe the structure of a lymph node 10.4 Explain the functions of a lymph node 10.5 State the location of the major lymph nodes
11. Know the structure and functions of the digestive system	11.1 Outline the structure of the digestive system 11.2 Outline the functions of the digestive system
12. Know the structure and functions of the urinary system	12.1 Outline the structure of the urinary system 12.2 Outline the function of the urinary system
13. Understand the effects of sports massage on the body systems	13.1 Explain the physical effects of sports massage 13.2 Explain the physiological and neurological effects of sports massage 13.3 Explain the psychological effects of sports massage
<b>Assessment</b>	Worksheet Theory paper

**Unit 24** Y/506/7223 **Level: 3** **Credit value: 3**

**Unit Title:** Understand the principles of soft tissue dysfunction

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
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
<b>Assessment</b>	Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand legislation required in sports massage	1.1 Explain how current legal obligations relate to the sports massage therapist 1.2 Explain the importance of having a chaperone present when working with children and vulnerable adults 1.3 Explain the importance of obtaining and working within boundaries of informed consent 1.4 Describe what information needs to be given to clients to obtain informed consent 1.5 Evaluate the consequences of non-compliance with legislation and professional standards
2. Understand scope of practice in sports massage	2.1 Describe cautions and contraindications to sports massage 2.2 Distinguish the actions to take if presented with cautions or contraindications <ul style="list-style-type: none"> <li>• local</li> <li>• systemic</li> </ul> 2.3 Describe referral procedures when working with other professionals 2.4 Describe how to communicate with others in a professional manner
3. Understand the standards relevant to the sports massage profession	3.1 Discuss key principles of professional standards as stipulated by sports massage membership organisations 3.2 Evaluate the roles of professional organisations relating to sports massage 3.3 Explain the purpose of regulation 3.4 Explain the importance of continuing professional development 3.5 Describe the protocol to follow when presented with an emergency situation 3.6 Describe insurance requirements for sports massage practice

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the principles of professional practice in sports massage	4.1 Explain the importance of valuing equality and diversity when working with clients 4.2 Explain the importance of professionalism 4.3 Explain the personal and clinical standards expected of the sports massage therapist 4.4 Explain the importance of good communication skills 4.5 Describe advantages/disadvantages of different means of communication
5. Understand how to produce, maintain and store client records	5.1 Explain the importance of accurate and confidential record keeping 5.2 Explain what information should be recorded 5.3 Explain the principles to apply when recording treatments 5.4 Explain the legal requirements for the storage and disposal of records
<b>Assessment</b>	Worksheet Assignment

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the history and development of massage	1.1 Summarise the history and origins of massage 1.2 Explain the development of sports massage 1.3 Explain how sports massage can complement other therapies and treatments
2. Understand the fundamentals of sports massage treatments	2.1 Explain the contexts in which sports massage is used, to include: <ul style="list-style-type: none"> <li>• pre-event</li> <li>• inter/intra-event</li> <li>• post-event</li> <li>• maintenance</li> </ul> 2.2 Explain the requirements of a suitable environment for sports massage 2.3 Identify types of equipment needed for sports massage, giving reasons 2.4 Identify signs and symptoms of contra-actions 2.5 Identify the therapist's subsequent response to contra-actions 2.6 Describe a range of sports massage techniques, to include: <ul style="list-style-type: none"> <li>• methods</li> <li>• application</li> <li>• effects</li> <li>• safety considerations</li> </ul> 2.7 Explain the importance of positioning and posture for the: <ul style="list-style-type: none"> <li>• sports masseur</li> <li>• client</li> <li>• use of props</li> </ul> 2.8 Describe effects and benefits of commonly used mediums in sports massage 2.9 Explain the advantages and disadvantages of commonly used mediums in sports massage



Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand how to assess and screen clients for sports massage treatments	3.1 Describe what is meant by subjective and objective assessments 3.2 Explain methods of carrying out subjective and objective assessments 3.3 Explain reasons for use of subjective and objective assessments 3.4 Explain the value of client consultation 3.5 Explain the importance of accurate client assessments and re-assessments
4. Be able to carry out client assessments	4.1 Carry out subjective assessments of clients 4.2 Obtain informed consent before carrying out physical assessments 4.3 Carry out objective assessments of clients
5. Be able to devise sports massage treatment plans	5.1 Devise massage strategies relevant to collated information 5.2 Present massage strategies to clients and obtain informed consent
6. Be able to apply sports massage treatments	6.1 Prepare treatment area, equipment and self for sports massage 6.2 Prepare clients for sports massage 6.3 Position clients for comfort, dignity and maximal effectiveness 6.4 Carry out massage methods that meet the presentation and needs of the client 6.5 Adapt own posture and position throughout application to ensure safe and effective application 6.6 Monitor visual and oral feedback and adapt treatment strategy 6.7 Remove massage medium when necessary 6.8 Maintain interaction with clients throughout the massage 6.9 Apply and maintain professional standards throughout treatments 6.10 Restore working environment to safe and hygienic condition
7. Understand evaluation of sports massage treatments	7.1 Describe methods used to evaluate the effectiveness of treatments 7.2 Describe the advantages and disadvantages of evaluation methods 7.3 Explain the importance of providing opportunities for further feedback 7.4 Explain the importance of self-reflection

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
8. Be able to evaluate sports massage treatments	8.1 Carry out post-massage assessments of clients 8.2 Obtain feedback from clients 8.3 Reflect on feedback received and self-analysis of treatment 8.4 Evaluate treatment and identify areas and opportunities for improvement 8.5 Present aftercare advice to clients, providing opportunities for questions 8.6 Record massage sessions as legally required
<b>Assessment</b>	Worksheet Client record card/treatment plan Summative observations Self-evaluation

## Optional group – Health and wellbeing

	Unit	Unit accreditation number	Level	Credits
27.	Psychology of health and exercise	Y/507/1238	3	6
28.	The role of public health promotion	D/507/1239	3	6
29.	Facilitating behaviour change for health and wellbeing	Y/505/2933	3	5

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand the main schools of psychology and theories to explain health and exercise behaviours</p>	<p>1.1 Define the terms:</p> <ul style="list-style-type: none"> <li>• psychology</li> <li>• health</li> <li>• exercise</li> <li>• health psychology</li> <li>• exercise psychology</li> </ul> <p>1.2 Identify the main psychological schools, to include:</p> <ul style="list-style-type: none"> <li>• a historical timeline</li> <li>• behaviourist</li> <li>• psychodynamic</li> <li>• humanist</li> <li>• cognitive</li> </ul> <p>1.3 Describe the main theorists and theories evolving from each school, to include:</p> <ul style="list-style-type: none"> <li>• behaviourist school and influence of conditioning (Pavlov, Skinner)</li> <li>• psychodynamic and the influence of childhood experiences (Freud, Jung, Adler)</li> <li>• humanist and the influence of self-worth, self-concept, growth, potential, actualisation (Rogers, Maslow, Berne, Gestalt)</li> <li>• cognitive and the influence of thinking (Beck, Ellis, Bandura)</li> </ul> <p>1.4 Explain the biopsychosocial model in relation to health and wellbeing, to include:</p> <ul style="list-style-type: none"> <li>• biological components (e.g. genetics)</li> <li>• behavioural components (e.g. lifestyle, stress, health beliefs)</li> <li>• psychological components (e.g. self-esteem, self-worth, perception)</li> <li>• social components (e.g. cultural influences, family relationships)</li> </ul>

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p>1.5 Outline the key components of psychological theories and models used to explain exercise and health behaviours, to include:</p> <ul style="list-style-type: none"> <li>• self-efficacy theory</li> <li>• self-determination theory</li> <li>• cognitive evaluation theory</li> <li>• locus of control</li> <li>• cognitive dissonance theory</li> <li>• theory of planned behaviour</li> <li>• health belief model</li> <li>• theory of reasoned action</li> <li>• transtheoretical model</li> <li>• health action processing approach</li> </ul> <p>1.6 Describe how psychological theories explain different health and exercise behaviours, to include:</p> <ul style="list-style-type: none"> <li>• barriers to exercise, activity and health across a person's lifespan</li> <li>• motives for participation across a person's lifespan</li> <li>• attitudes to exercise, activity and health across a person's lifespan</li> <li>• reasons for adherence and non-adherence</li> <li>• reasons for lapse and relapse</li> </ul> <p>1.7 Recognise criticisms and limitations of different models and theories</p>
2. Know the roles for psychologists in exercise and health	<p>2.1 Explain different work opportunities for health and exercise psychologists</p> <p>2.2 Identify different work settings for health and exercise psychologists</p> <p>2.3 Identify training and supervision requirements when working in the role of a health/exercise psychologist</p> <p>2.4 Identify boundaries and ethics when working in the role of a health/exercise psychologist</p>
3. Understand approaches to research in exercise and health psychology	<p>3.1 Describe the research methods used by exercise and health psychologists</p> <p>3.2 Identify variables studied by health and exercise psychologists</p> <p>3.3 Identify ethical considerations when conducting research</p>
<b>Assessment</b>	Worksheets Assignments

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand public health and health promotion</p>	<p>1.1 Recognise the scope of health promotion</p> <p>1.2 Identify the nature of public health activities</p> <p>1.3 Define terminology used in public health reports, to include:</p> <ul style="list-style-type: none"> <li>• epidemiology</li> <li>• demography</li> </ul> <p>1.4 Identify historical health challenges faced by public health and the effectiveness of specific promotions and campaigns to address and raise awareness of these challenges, for example:</p> <ul style="list-style-type: none"> <li>• smoking</li> <li>• alcohol</li> <li>• cardiovascular disease</li> <li>• breast cancer</li> <li>• prostate cancer</li> <li>• mental health</li> <li>• seat belts</li> <li>• measles</li> <li>• tuberculosis</li> <li>• teenage pregnancy</li> </ul> <p>1.5 Describe current and emerging health priorities and challenges at a local level</p> <p>1.6 Recognise how local health priorities compare with national and global priorities and challenges</p> <p>1.7 Identify changes to the healthcare system in the UK over the last two decades</p> <p>1.8 Describe the current structure of the healthcare system in the UK, to include the role of:</p> <ul style="list-style-type: none"> <li>• health and wellbeing boards (HWBs)</li> <li>• clinical commissioning groups (CCGs)</li> <li>• Joint Strategic Needs Assessment report (JSNA)</li> </ul> <p>1.9. Recognise ethical, political, societal, commercial and cultural issues that arise in public health and health promotion nationally and internationally, including those related to health inequalities</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p>1.10 Recognise the responsibilities of stakeholders in promoting social justice in public health and the distribution of healthcare services, to include:</p> <ul style="list-style-type: none"> <li>• individual members of society</li> <li>• public health departments</li> <li>• NHS organisations and partners</li> <li>• private healthcare providers</li> <li>• corporations in other sectors</li> <li>• regulators of other sectors</li> </ul>
<p>2. Understand the role research plays in informing public health and health promotion</p>	<p>2.1 Describe research approaches used to inform public health and health promotion advice and policy, for example:</p> <ul style="list-style-type: none"> <li>• qualitative</li> <li>• quantitative</li> <li>• randomised controlled trials</li> <li>• systematic reviews</li> </ul> <p>2.2 Describe the complexities of evidence-based practice, to include advantages and limitations</p> <p>2.3 Describe how to analyse and evaluate public health information and policy</p> <p>2.4 Define reflective practice and critical evaluation</p> <p>2.5 Describe the role of reflective practice and critical evaluation in relation to research informing public health and health promotion</p> <p>2.6 Outline the factors that need to be considered when preparing to conduct a research project to explore a public health and health promotion issue</p>
<p>3. Understand the major determinants of health relevant to health promotion</p>	<p>3.1 Define the terms:</p> <ul style="list-style-type: none"> <li>• health</li> <li>• health education</li> <li>• health promotion</li> <li>• empowerment</li> <li>• social justice</li> <li>• health inequality</li> </ul> <p>3.2 Describe the major determinants of health and wellbeing, to include:</p> <ul style="list-style-type: none"> <li>• social factors</li> <li>• psychological factors, e.g. perceptions, sick role</li> <li>• lifestyle behaviours</li> </ul> <p>3.3 Describe healthy lifestyle behaviours and unhealthy lifestyle behaviours</p> <p>3.4 Describe how socio-economic factors and culture impact health and wellbeing</p> <p>3.5 Identify links between psychosocial factors and health in different populations</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>4. Understand multidisciplinary approaches to public health and health promotion</p>	<p>4.1 Describe different approaches to multidisciplinary working in public health and health promotion</p> <p>4.2 Give an example of multidisciplinary working in a specific community, for example:</p> <ul style="list-style-type: none"> <li>• school</li> <li>• workplace</li> <li>• sports team</li> <li>• place of worship</li> </ul> <p>4.3 Give examples of the roles of different professionals in a multidisciplinary team</p> <p>4.4 Describe the advantages and disadvantages of multidisciplinary working for managing public health</p> <p>4.5 Outline the considerations for effective multidisciplinary working, for example:</p> <ul style="list-style-type: none"> <li>• the importance of specified roles and professional boundaries</li> <li>• leadership and management</li> <li>• communication strategies and processes</li> </ul> <p>4.6 Explain the importance of health promotion strategies and interventions that address social and economic inequalities</p> <p>4.7 Explain the importance of health promotion strategies and interventions that are culturally sensitive and promote values of social justice</p> <p>4.8 Describe ways to promote public health that address social and economic inequalities, that are culturally sensitive and which promote values of social justice</p> <p>4.9 Describe methods used for communicating health messages to the public, to include:</p> <ul style="list-style-type: none"> <li>• healthcare professionals</li> <li>• mass media and social media</li> <li>• digital health tools</li> </ul>
<b>Assessment</b>	Worksheet



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Know different psychological theories and behaviour change approaches that can be used to support health and wellbeing</p>	<p>1.1 Recognise psychological theories of behaviour change, to include:</p> <ul style="list-style-type: none"> <li>• transtheoretical model</li> <li>• person-centred (Carl Rogers)</li> <li>• self-determination theory</li> <li>• motivational interviewing (Rollnick and Miller)</li> <li>• cognitive behavioural therapy (Beck and Ellis)</li> <li>• biopsychosocial</li> </ul> <p>1.2 Describe the key features of different approaches to facilitating behaviour change which support health and wellbeing, to include:</p> <ul style="list-style-type: none"> <li>• transtheoretical model (Prochaska and Diclemente) e.g. stage matched approaches</li> <li>• person-centred (Carl Rogers) – empathy and congruence/genuineness (attitude more than skills)</li> <li>• motivational interviewing (Rollnick and Miller, MINT) e.g. Resisting the righting reflex, OARS (open questions, affirmations, reflective listening, summarising), recognising change and sustain talk, evocative questioning</li> <li>• cognitive behavioural therapy (Beck and Ellis) e.g. NATS (negative automatic thoughts), schema</li> <li>• biopsychosocial – Perception of pain, fear avoidance, social support/sabotage</li> <li>• facilitated self-help in groups</li> </ul>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Understand the role of the facilitator in supporting health and wellbeing</p>	<p>2.1 Describe the role of the facilitator in supporting lifestyle change(s) for health and wellbeing</p> <p>2.2 Recognise role boundaries and when to refer or signpost to other professionals e.g. smoking cessation, alcohol addiction counselling, dietitian, counsellor (general anxiety disorder, depression)</p> <p>2.3 Explain the three stages of a behaviour change facilitation session, to include:</p> <ul style="list-style-type: none"> <li>• opening</li> <li>• middle</li> <li>• ending/or closing</li> </ul> <p>2.4 Explain the communication skills that can be used by a facilitator, to include:</p> <ul style="list-style-type: none"> <li>• building rapport</li> <li>• listening</li> <li>• questioning</li> <li>• reflective statements</li> <li>• paraphrasing</li> <li>• summarising</li> <li>• use of silence</li> </ul> <p>2.5 Identify the impact of diversity, difference and other factors that may influence the helping relationship, to include:</p> <ul style="list-style-type: none"> <li>• power</li> <li>• rank</li> <li>• challenging situations</li> <li>• roles e.g. rescuer, persecutor, victim</li> <li>• game dynamics e.g. yes, but</li> <li>• health inequalities</li> <li>• socio-economic factors</li> </ul> <p>2.6 Recognise the purpose of maintaining relevant, accurate and up-to-date records, to include:</p> <ul style="list-style-type: none"> <li>• consideration of legalities</li> <li>• recording and storage</li> <li>• transfer of information</li> <li>• reporting issues falling outside of specific role boundaries e.g. risk of harm</li> </ul> <p>2.7 Explain the purpose of reflective practice for developing behaviour change facilitation skills</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Be able to demonstrate effective helping skills</p>	<p>3.1 Provide an effective opening phase in a helping session, to include:</p> <ul style="list-style-type: none"> <li>• creating a suitable environment</li> <li>• identifying available help</li> <li>• confidentiality</li> <li>• boundaries</li> <li>• length and duration</li> <li>• signposting</li> <li>• determining and setting of expectations</li> </ul> <p>3.2 Provide an effective main phase in a helping session, to include:</p> <ul style="list-style-type: none"> <li>• recognising skills in action</li> </ul> <p>3.3 Demonstrate effective consultation/helping skills, to include:</p> <ul style="list-style-type: none"> <li>• building rapport</li> <li>• listening</li> <li>• questioning</li> <li>• reflective statements</li> <li>• paraphrasing</li> <li>• summarising</li> <li>• use of silence</li> </ul> <p>3.4 Provide an effective closing phase to a helping session, to include:</p> <ul style="list-style-type: none"> <li>• appropriate time</li> <li>• sensitivity to needs</li> <li>• signpost and/or link to future work</li> </ul>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>4. Be able to facilitate group discussions about a range of health behaviours</p>	<p>4.1 Set expectations and boundaries for group discussions, to include:</p> <ul style="list-style-type: none"> <li>• timekeeping</li> <li>• mobile phones</li> <li>• one voice at a time</li> <li>• confidentiality</li> <li>• listening to others</li> <li>• withholding judgement</li> <li>• respecting opinions different to one's own</li> <li>• keeping discussion relevant to the purpose of the session</li> </ul> <p>4.2 Introduce discussion topics clearly and confidently to a group</p> <p>4.3 Present facts about health-related topics in an engaging manner using visual aids and other resources when appropriate</p> <p>4.4 Use tools that facilitate focussed discussion, to include:</p> <ul style="list-style-type: none"> <li>• idea generation using a flip chart</li> <li>• hypothetical scenarios or case studies</li> <li>• anonymised anecdotes or stories</li> <li>• images</li> <li>• movie clips</li> <li>• objects</li> <li>• demonstrations</li> <li>• group activities</li> </ul> <p>4.5 Demonstrate effective consultation skills in a group context, to include:</p> <ul style="list-style-type: none"> <li>• engagement</li> <li>• listening</li> <li>• questioning</li> <li>• reflective statements</li> <li>• paraphrasing</li> <li>• summarising</li> <li>• use of silence</li> </ul> <p>4.6 Summarise and close discussions to reinforce key points pertaining to the session purpose without alienating any members of the group</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
5. Be able to reflect on own practice	5.1 Evaluate the effectiveness of each stage of the session 5.2 Recognise different tools and techniques used through the session e.g. eliciting change talk, negative automatic thoughts (NATs), motivation, readiness 5.3 Evaluate the effectiveness of own consultation/helping skills, to include: <ul style="list-style-type: none"> <li>• building rapport</li> <li>• listening</li> <li>• questioning</li> <li>• reflective statements</li> <li>• paraphrasing</li> <li>• summarising</li> <li>• use of silence</li> </ul> 5.4 Evaluate the effect of the consultation/helping skills, on the rapport and relationship with the client 5.5 Identify sources of information and training to develop own skills and knowledge
<b>Assessment</b>	Worksheet Summative observation Self-evaluation

## Optional group – Management

	Unit	Unit accreditation number	Level	Credits
30.	Recruitment and development of colleagues	F/600/9813	3	5
31.	Understanding budgeting and finance	H/507/1243	3	5
32.	Understanding equality, diversity and inclusion in the workplace	R/507/1240	3	2
33.	Principles of people management	R/506/1937	3	6
34.	Understand how to manage a project	Y/507/1241	3	3
35.	Developing the customer experience	D/507/1242	3	3
36.	Principles of leadership and management	F/506/2596	3	8

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the recruitment process	1.1 Explain the different stages in the recruitment and selection process 1.2 Describe the purpose and structure of a job description and person specification 1.3 Describe different recruitment and selection methods 1.4 Evaluate the advantages and disadvantages of a range of recruitment and selection methods 1.5 Describe how to judge whether applicants meet the stated requirements of the vacancy 1.6 Identify appropriate legislation and relevant codes of practice when recruiting and selecting people
2. Understand how to facilitate professional development of colleagues	2.1 Explain the induction process and its importance to the new team member 2.2 Describe how to identify learning needs and skills gaps within your team 2.3 Describe how to prepare a written learning and development plan 2.4 Explain the importance of regularly reviewing and updating written learning and development plans
3. Understand how to implement a performance appraisal as part of employee career development	3.1 Explain the importance of performance appraisals 3.2 Describe the main aims of a performance appraisal 3.3 Describe a range of methods used to assess performance 3.4 Describe how to take account of equality legislation and relevant codes of practice when implementing a performance appraisal
<b>Assessment</b>	Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Know the principles of financial management	1.1 Describe the financial regulations relating to the following: <ul style="list-style-type: none"> <li>• financial reporting</li> <li>• payment of salaries and wages</li> <li>• dealing with income</li> <li>• record keeping</li> <li>• audits</li> </ul>
2. Understand how to set budgets	2.1 Describe the purpose of an annual budget 2.2 Explain the purpose of income and expenditure budgeting 2.3 Define gross profit 2.4 Define net profit 2.5 Give examples of typical business costs included in a budget 2.6 Explain the difference between direct and indirect costs 2.7 Interpret income and expenditure statements against budgeted forecast 2.8 Describe the purpose of a balance sheet and profit and loss account 2.9 Explain the difference between a budget and a profit and loss account 2.10 Describe the purpose of key performance indicators (KPIs) 2.11 Give examples of key performance indicators (KPI's) that can be linked to a budget 2.12 Give examples of how to forecast income and expenditure in order to set budgets
3. Be able to create an income and expenditure budget with key performance indicators (KPI's)	3.1 Provide a breakdown of forecasted income for a business activity or department 3.2 Provide a breakdown of forecasted expenditure for a business activity or department 3.3 Create an income and expenditure budget with key performance indicators (KPI's) for a business activity or department
<b>Assessment</b>	Worksheet Task



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand equality, diversity and inclusion in the workplace	1.1 Explain equality, diversity and inclusion 1.2 Explain the importance of equality, diversity and inclusion across aspects of organisational policy 1.3 Explain the potential consequences of breaches of equality legislation
2. Understand the personal aspects of equality, diversity and inclusion in the workplace	2.1 Describe own responsibilities for equality, diversity and inclusion in the workplace 2.2 Explain the different forms of discrimination and harassment 2.3 Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace 2.4 Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace
3. Understand how to support equality, diversity and inclusion in the workplace	3.1 Explain how to ensure colleagues are aware of their responsibilities for maintaining equality, diversity and inclusion in the workplace 3.2 Explain how potential issues relating to equality, diversity and inclusion in the workplace can be identified
<b>Assessment</b>	Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the principles of workforce management	1.1 Explain the relationship between Human Resources (HR) functions and other business functions 1.2 Explain the purpose and process of workforce planning 1.3 Explain how employment law affects an organisation's HR and business policies and practices 1.4 Evaluate the implications for an organisation of utilising different types of employment contracts 1.5 Evaluate the implications for an individual of different types of employment contracts
2. Understand equality of opportunity, diversity and inclusion	2.1 Explain an organisation's responsibilities and liabilities under equality legislation 2.2 Explain the benefits that effective equality of opportunity, diversity and inclusion policies bring to individuals and organisations 2.3 Explain the language and behaviour that support commitments to equality of opportunity, diversity and inclusion 2.4 Explain how to measure diversity within an organisation
3. Understand team building and dynamics	3.1 Explain the difference between a group and a team 3.2 Outline the characteristics of an effective team 3.3 Explain the techniques of building a team 3.4 Explain techniques to motivate team members 3.5 Explain the importance of communicating targets and objectives to a team 3.6 Examine theories of team development 3.7 Explain common causes of conflict within a team 3.8 Explain techniques to manage conflict within a team
4. Understand performance management	4.1 Identify the characteristics of an effective performance management system 4.2 Explain the uses of specific, measurable, achievable, realistic and time-bound (SMART) objectives and priorities 4.3 Describe best practice in conducting appraisals 4.4 Explain the factors to be taken into account when managing people's wellbeing and performance 4.5 Explain the importance of following disciplinary and grievance processes

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
5. Understand training and development	5.1 Explain the benefits of employee development 5.2 Explain the advantages and limitations of different types of training and development methods 5.3 Explain the role of targets, objectives and feedback in employee development 5.4 Explain how personal development plans support the training and development of individuals 5.5 Explain how to make use of planned and unplanned learning opportunities to meet individuals' preferred learning styles 5.6 Explain how to support individuals' learning and development
6. Understand reward and recognition	6.1 Describe the components of 'total reward' 6.2 Analyse the relationship between motivation and reward 6.3 Explain different types of pay structures 6.4 Explain the risks involved in the management of reward schemes
<b>Assessment</b>	Worksheet

**Unit 34** Y/507/1241 **Level: 3** **Credit value: 3**

**Unit Title:** Understand how to manage a project

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand how to manage a project	1.1 Explain the features of a project business case 1.2 Explain the stages of a project lifecycle 1.3 Explain the roles of people involved in a project 1.4 Explain the uses of project-related information 1.5 Explain the advantages and limitations of different project monitoring techniques 1.6 Describe the interrelationship of project scope, schedule, finance, risk, quality and resources
2. Understand how to support the delivery of a project	2.1 Describe methods of collecting project-related information in accordance with project plans 2.2 Describe appropriate tools to analyse project information 2.3 Explain how to report on information analysis 2.4 Explain how to report issues, anomalies and potential problems
<b>Assessment</b>	Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand how to maintain relationships with customers	1.1 Describe the concept of customer touch points within an organisation 1.2 Explain the importance of positive customer experiences at every touch point 1.3 Explain the importance of customer loyalty and improved customer relationships to an organisation 1.4 Explain the benefits of customer retention 1.5 Describe how maintaining relationships with existing customers can provide a competitive advantage for an organisation
2. Understand how to add value to the customer's experience	2.1 Distinguish between routine service and going the 'extra mile' 2.2 Explain the benefits to the customer of going the 'extra mile' 2.3 Explain the benefits to the organisation of going the 'extra mile' 2.4 Describe the types of action that customers will see as adding value to their experience 2.5 Describe the behaviours that will make a customer feel special
3. Understand how to improve a customer's experience	3.1 Explain why it is important to listen to a customer's wants and needs 3.2 Describe methods of obtaining customer feedback 3.3 Explain how to use customer feedback to adapt the customer care given within an organisation 3.4 Describe the importance of positively communicating changes to customer care 3.5 Describe the importance of monitoring competitors' customer care

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Understand how to promote products and services	4.1 Describe how additional services or products will benefit customers 4.2 Describe how customers' use of additional services or products will benefit an organisation 4.3 Give examples of how a member of staff can promote their own organisation to customers 4.4 Give examples of how customers can promote an organisation 4.5 Identify appropriate services or products that may interest customers 4.6 Identify opportunities for offering customers additional services or products that will improve their customer experience
<b>Assessment</b>	Worksheet Assignment

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the principles of effective decision making	1.1 Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken 1.2 Assess the importance of analysing the potential impact of decision making 1.3 Explain the importance of obtaining sufficient valid information to enable effective decision making 1.4 Explain the importance of aligning decisions with business objectives, values and policies 1.5 Explain how to validate information used in the decision making process 1.6 Explain how to address issues that hamper the achievement of targets and quality standards
2. Understand leadership styles and models	2.1 Explain the difference in the influence of managers and leaders on their teams 2.2 Evaluate the suitability and impact of different leadership styles in different contexts 2.3 Analyse theories and models of motivation and their application in the workplace
3. Understand the role, functions and processes of management	3.1 Analyse a manager’s responsibilities for planning, coordinating and controlling work 3.2 Explain how managers ensure that team objectives are met 3.3 Explain how a manager’s role contributes to the achievement of an organisation’s vision, mission and objectives 3.4 Analyse theories and models of management 3.5 Explain how the application of management theories guide a manager’s actions 3.6 Explain the operational constraints imposed by budgets

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Understand performance measurement	4.1 Explain the relationship between business objectives and performance measures 4.2 Explain the features of a performance measurement system 4.3 Explain how to set key performance indicators (KPIs) 4.4 Explain the tools, processes and timetable for monitoring and reporting on business performance 4.5 Explain the use of management accounts and management information systems in performance management 4.6 Explain the distinction between outcomes and outputs
<b>Assessment</b>	Worksheet





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