

Qualification Specification

Focus Awards Level 3 NVQ Diploma in
Personal Training (RQF)

601/4888/3



Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

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Focus Awards Level 3 NVQ Diploma in Personal Training (RQF)

Qualification Details

QAN: 601/4888/3
 GLH: 295
 TQT: 480
 Credit: 48

The Focus Awards Level 3 NVQ Diploma in Personal Training (RQF) is at level 3 on the Qualifications and Credit Framework. It also provides access onto the Register of Exercise Professionals (REPs) at level 3.

Qualification Purpose

The purpose of this qualification is to provide learners with the necessary skills, knowledge and competence to work unsupervised as a personal trainer in sport and active leisure.

The Focus Awards Level 3 NVQ Diploma in Personal Training (RQF) is aimed at exercise instructors who are capable of planning, delivering and evaluating physical activity programmes independently and without direct supervision.

Qualification Structure/Rules of Combination

Learners must achieve **48 credits from 9 mandatory units**.

There is an additional unit available to learners. Credit from this unit does not count towards the full qualification

| Unit Title | Unit Ref | Level | GLH | Credit |
|---|------------|-------|-----|--------|
| Mandatory Units | | | | |
| Principles of exercise, fitness and health | A/600/9017 | 2 | 28 | 4 |
| Anatomy and physiology for exercise and health | A/600/9051 | 3 | 43 | 6 |
| Promote health, safety and welfare in active leisure and recreation | D/601/4484 | 2 | 30 | 4 |
| Reflect on and | F/601/7362 | 2 | 23 | 4 |

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| develop own practice in providing exercise and physical activity | | | | |
| Design, manage and adapt a personal training programme with clients | H/601/7760 | 3 | 30 | 6 |
| Motivate clients to maintain long term adherence to exercise and physical activity | K/601/7758 | 3 | 15 | 4 |
| Deliver exercise and physical activity as part of a personal training programme | K/601/7761 | 3 | 70 | 10 |
| Evaluate exercise and physical activity programmes | M/601/7759 | 3 | 14 | 3 |
| Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme | M/601/7762 | 3 | 42 | 7 |
| Additional Unit | | | | |
| Plan, market and sell services | T/601/7763 | 3 | 26 | 5 |

Learner Entry Requirements

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

Age Ranges

Entry is at the discretion of the centre; however learners should be 16 to undertake this qualification.

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

Geographical Coverage

This qualification is available in England, Wales and Northern Ireland.

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Focus Awards Reasonable Adjustments and Special Consideration Policy'.

Assessment Methods

The Level 3 NVQ Diploma in Personal Training (RQF) is **internally assessed**.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include;

- Assessor observation – completed observational checklists on related action plans
- Witness Testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Evidence may be drawn from actual or simulated situations where appropriate.

Specific assessment requirements laid down by Skills Active can be found in Appendix B.

Resources

The specific requirements for the Level 3 NVQ Diploma in Personal Training include:

1. Sufficient space for the safe and effective delivery of the Exercise and fitness discipline/activity (this should take into account health and safety requirements, equal opportunities practice (e.g. taking into account any special requirements or disabilities of learners), and the number of learners being assessed. The space required will be determined by the discipline/ activity e.g. exercise to music will require a studio space)
2. Sufficient and safe equipment that is fit for purpose and in good working order enabling all aspects of the standards to be met (this should take into account the need to keep appropriate records regarding the maintenance and calibration of equipment according to manufacturers guidelines. The range of available equipment should enable learners to be assessed in all relevant aspects of the standard according to the evidence requirements. The equipment required will be determined by the discipline/ activity e.g. for gym a range of free weights, resistance and cardio machines will be required to meet the evidence requirements).

Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications or any qualification at level 3 within the sector:

- Level 4 NVQ in Sport and Active Leisure
- Level 3 Certificate in Personal Training
- Level 3 Diploma in Leisure Management

Candidates completing the qualification are also eligible to join the Register of Exercise Professionals (REPS) at level 3.

Useful websites and supporting materials

- www.focusawards.org.uk/supportingmaterials
- www.skillsactive.org.uk
- <http://www.exerciseregister.org/>

Links to national occupational standards

The Level 3 NVQ Diploma in Personal Training has been mapped to the 2009 National Occupational Standards in Personal Training level 3.

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| Mandatory units | |
| Prepare activity sessions | D21 – Prepare for activity sessions |
| Lead activity sessions | D22 – Lead Activity Sessions |
| Conclude and review activity session | D23 - Conclude and review activity session |
| Support the work of the team and organisation | A52 - Support the work of the team and organisation |
| Promote health, safety and welfare in active leisure and recreation | C22 - Promote health, safety and welfare in active leisure and recreation |
| Support equality and diversity in active leisure and recreation | D214 - Support equality and diversity in active leisure and recreation |
| Optional units | |
| Contribute to participants' personal and social development | D31 - Contribute to participants' personal and social development |
| Contribute to participants' exploration and understanding of the natural environment | D32 - Contribute to participants' exploration and understanding of the natural environment |
| Administer finance and information | A51 - Administer finance and information |
| Contribute to joint working with other organisations | A54 - Contribute to joint working with other organisations |
| Support the development of the sport or activity | B11 - Support the development of the sport or activity |
| Look after participants when they are away from home | C37 - Look after participants when they are away from home |
| Enable disabled people to take part in activities | D24 - Enable disabled people to take part in activities |
| Contribute to adventurous activities | D25 - Contribute to adventurous activities |
| Contribute to environmental conservation in active leisure recreation | C239 - Contribute to environmental conservation in active leisure recreation |
| Set up, take down and store activity equipment | C12 - Set up, take down and store activity equipment |
| Check and service activity equipment | C16 - Check and service activity equipment |
| Give customers a positive | C32 - Give customers a positive impression of yourself and your |

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| impression of yourself and your organisation | organisation |
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APPENDIX A: UNITS

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| Unit Title: | Principles of exercise, fitness and health | | |
| Unit No: | A/600/9017 | | |
| Level: | 2 | | |
| GLH: | 28 | | |
| Credit: | 4 | | |
| Unit details: The aim of this unit is to develop knowledge and understanding of the key principles of exercise, fitness and health, including the components, principles and variables of fitness, the health and benefits of physical activity and the importance of healthy eating | | | |
| Learning Outcome The learner will: | | Assessment Criterion The learner can: | |
| 1 | Understand the effects of exercise on the body | 1.1 | Describe cardiovascular and respiratory adaptations to endurance/aerobic training |
| | | 1.2 | Identify the short and long term effects of exercise on blood pressure |
| | | 1.3 | Describe the "blood pooling" effect following exercise |
| | | 1.4 | Describe the effects of exercise on bones and joints including the significance of weight bearing exercise |
| | | 1.5 | Describe delayed onset of muscle soreness (DOMS) |
| | | 1.6 | Identify exercises or techniques likely to cause delayed onset of muscle soreness |
| | | 1.7 | Describe the short and long term effects of different types of exercise on muscle |
| | | 1.8 | Describe different exercises that can improve posture |
| 2 | Understand the components of fitness | 2.1 | Define the components of health related fitness |
| | | 2.2 | Define the components of skill related fitness |
| | | 2.3 | Identify the factors that affect health and skill related fitness |
| 3 | Understand how to apply the principles and variables of fitness to an exercise programme | 3.1 | Describe the physiological implications of: <ul style="list-style-type: none"> • specificity • progressive overload • reversibility |

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| | | | <ul style="list-style-type: none"> • adaptability • individuality • recovery time |
| | | 3.2 | Explain the principles of FITT (Frequency, Intensity, Time and Type) |
| | | 3.3 | Explain the principles of a progressive training programme in developing components of fitness |
| | | 3.4 | Explain how to recognise when and how to regress a training programme |
| | | 3.5 | Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type) |
| | | 3.6 | Describe the effect of speed on posture, alignment and intensity |
| | | 3.7 | Describe the effect of levers, gravity and resistance on exercise |
| | | 3.8 | Describe the differences between programming exercise for physical fitness and for health benefits |
| 4 | Understand the Exercise contraindications and key safety guidelines for special populations | 4.1 | Describe the exercise contraindications and key safety guidelines for working with older people (50 plus) |
| | | 4.2 | Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients |
| | | 4.3 | Describe the exercise contraindications and key safety guidelines for working with young people (14-16) |
| | | 4.4 | Describe the key safety considerations for working with disabled people |
| 5 | Understand how to safely monitor exercise intensity | 5.1 | Describe the benefits and limitations of different methods of monitoring exercise intensity including: <ul style="list-style-type: none"> • the talk test • Rate of Perceived Exertion (RPE) • heart rate monitoring and the use of different heart rate zones |
| 6 | Understand the health benefits of physical activity | 6.1 | Describe the health benefits of physical activity |

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

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| Unit Title: | Anatomy and physiology for exercise | | |
| Unit No: | A/600/9051 | | |
| Level: | 3 | | |
| GLH: | 43 | | |
| Credit: | 6 | | |
| Unit details: The aim of this unit is to develop learner knowledge and understanding of anatomy and physiology of the human body and how this relates to exercise and health, including postural and core stability. | | | |
| Learning Outcome The learner will: | | Assessment Criterion The learner can: | |
| 1 | Understand the heart and circulatory system and its relation to exercise and health | 1.1 | Explain the function of the heart valves |
| | | 1.2 | Describe coronary circulation |
| | | 1.3 | Explain the effect of disease on the structure and function of blood vessels |
| | | 1.4 | Explain the short and long term effects on blood pressure, including the Valsalva effect. |
| | | 1.5 | Explain the cardiovascular benefits and risks of endurance/aerobic training |
| | | 1.6 | Define blood pressure classifications and associated health risks |
| 2 | Understand the musculoskeletal system and its relation to exercise | 2.1 | Explain the cellular structure of muscle fibres |
| | | 2.2 | Describe the sliding filament theory |
| | | 2.3 | Explain the effects of different types of exercises on muscle fibre type |
| | | 2.4 | Identify and locate the muscle attachment sites for the major muscles of the body |
| | | 2.5 | Name, locate and explain the function of skeletal muscle involved in physical activity |
| | | 2.6 | Identify the anatomical axis and planes with regard to joint actions and different exercises |
| | | 2.7 | Explain the joint actions brought about by specific muscle group contractions |
| | | 2.8 | Describe joints/joint structure with regard to range of motion/movement and injury risk |
| | | 2.9 | Describe joints/joint structure with regard to range of motion/movement and injury risk |
| | | 2.10 | Describe the structure of the pelvic girdle and associated muscles and ligaments |
| 3 | Understand postural and core stability. | 3.1 | Describe the structure and function of the stabilising ligaments and muscles of the spine |

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| | | 3.2 | Describe local muscle changes that can take place due to insufficient stabilisation |
| | | 3.3 | Explain the potential effects of abdominal adiposity and poor posture on movement efficiency |
| | | 3.4 | Explain the potential problems that can occur as a result of postural deviations |
| | | 3.5 | Explain the impact of core stabilisation exercise and the potential for injury/aggravation of problem |
| | | 3.6 | Explain the benefits, risks and applications of the following types of stretching: <ul style="list-style-type: none"> • static (passive and active) • dynamic • proprioceptive Neuromuscular Facilitation |
| 4 | Understand the nervous system and its relation to exercise | 4.1 | Describe the specific roles of: <ul style="list-style-type: none"> • the central nervous system (CNS) • the Peripheral Nervous System (PNS) including somatic and autonomic systems |
| | | 4.2 | Describe nervous control and transmission of a nervous impulse |
| | | 4.3 | Describe the structure and function of a neuron |
| | | 4.4 | Explain the role of a motor unit |
| | | 4.5 | Explain the process of motor unit recruitment and the significance of a motor unit's size and number of muscle fibres |
| | | 4.6 | Explain the function of muscle proprioceptors and the stretch reflex |
| | | 4.7 | Explain reciprocal inhibition and its relevance to exercise |
| | | 4.8 | Explain the neuromuscular adaptations associated with exercise/training |
| | | 4.9 | Explain the benefits of improved neuromuscular coordination/efficiency to exercise performance |
| 5 | Understand the endocrine system and its relation to exercise and health | 5.1 | Describe the functions of the endocrine system |
| | | 5.2 | Identify the major glands in the endocrine system |

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| | | 5.3 | <p>Explain the function of hormones including:</p> <ul style="list-style-type: none"> • growth hormone • thyroid hormones • corticosteroids • catecholamines • insulin • glucagon |
| 6 | Understand energy systems and their relation to exercise | 6.1 | <p>Identify the contribution of energy according to:</p> <ul style="list-style-type: none"> • duration of exercise/activity being performed • type of exercise/activity being performed • intensity of exercise/activity being performed |
| | | 6.2 | <p>Identify the by-products of the three energy systems and their significance in muscle fatigue</p> |
| | | 6.3 | <p>Describe the effect of endurance training/advanced training methods on the use of fuel for exercise</p> |

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| Unit Title: | Promote health, safety and welfare in active leisure and recreation | | |
| Unit No: | D/601/4484 | | |
| Level: | 2 | | |
| GLH: | 30 | | |
| Credit: | 4 | | |
| Unit details: The aim of this unit is to develop knowledge and understanding of how to promote health, safety and welfare in an active leisure and recreation | | | |
| Learning Outcome The learner will: | | Assessment Criterion The learner can: | |
| 1 | Know how to promote health, safety and welfare in active leisure and recreation | 1.1 | List the values or codes of practice relevant to the work being carried out |
| | | 1.2 | Describe the requirements for health, safety and welfare relevant to own work, including Health and Safety at Work Act and requirements from relevant National Governing Bodies |
| | | 1.3 | Identify manufacturers' guidelines and instructions for the use of facilities and equipment |
| | | 1.4 | Describe why health, safety and welfare are important in an active leisure and recreation environment |
| | | 1.5 | Identify the persons responsible for health and safety in own workplace |
| | | 1.6 | Outline own organisation's security procedures |
| 2 | Know how to control risks in active leisure and recreation | 2.1 | Describe the types of hazards that are likely to occur in own area of work and the accidents and injuries each could cause |
| | | 2.2 | Outline how to identify hazards |
| | | 2.3 | List health, safety and security checks to be followed |
| | | 2.4 | Describe how to carry out basic risk assessments of the types of hazards that may occur |
| | | 2.5 | Describe why it is important to get advice from a relevant colleague if unsure about hazards and risks in own workplace |
| | | 2.6 | Identify who to ask if unsure about hazards and risks in own workplace |

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| | | 2.7 | Describe how to deal correctly with the types of hazards that may occur in own workplace, taking account of risks |
| | | 2.8 | Identify documents relating to health and safety which may have to be completed |
| | | 2.9 | Outline how to complete health and safety documents correctly |
| | | 2.10 | Outline why colleagues and customers should be encouraged to behave in a safe manner |
| | | 2.11 | Describe how to encourage colleagues and customers to behave in a safe manner |
| | | 2.12 | Outline why it is important to make suggestions about health and safety issues |
| | | 2.13 | Describe how to make suggestions about health and safety issues |
| | | 2.14 | Outline why it is important to identify and report any differences between health and safety requirements and own workplace policies and procedures |
| | | 2.15 | Describe how to identify and report any differences between health and safety requirements and own workplace policies and procedure |
| 3 | Be able to help to control risks in the active leisure and recreation environment | 3.1 | Ensure that relevant and up-to-date, health and safety information is available |
| | | 3.2 | Follow the relevant health and safety requirements at all times |
| | | 3.3 | Carry out health and safety checks as required |
| | | 3.4 | Identify hazards |
| | | 3.5 | Assess and control risks using organisational procedures |
| | | 3.6 | Get advice from relevant colleagues when unsure about hazards and risks |
| | | 3.7 | Pass on suggestions for improving health and safety to the relevant colleague |
| 4 | Know how to help to safeguard and protect children and vulnerable adults | 4.1 | Describe what is meant by safeguarding and protecting the welfare of children and vulnerable adults |
| | | 4.2 | Describe own role and responsibilities for |

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| | | | safeguarding and protecting children and other vulnerable people |
| | | 4.3 | List the four of types of abuse |
| | | 4.4 | Outline the basic indicators and impact of each of the four types of abuse |
| | | 4.5 | Describe the risks that individual abusers or potential abusers pose to children and vulnerable people |
| | | 4.6 | Describe organisational policies and procedures in relation to safeguarding and protecting, including the reporting procedures |
| | | 4.7 | Outline what to do if concerned about possible abuse |
| | | 4.8 | Describe how to respond to a child or someone else disclosing abuse or concerns about abuse |
| | | 4.9 | Outline what to do if there are barriers to reporting own concerns |
| | | 4.10 | Identify statutory agencies with responsibilities for safeguarding and protecting |
| | | 4.11 | Outline when to contact statutory agencies with responsibilities for safeguarding and protecting |
| | | 4.12 | Outline how to contact statutory agencies with responsibilities for safeguarding and protecting |
| | | 4.13 | Describe why it is important to share concerns about possible abuse with others |
| | | 4.14 | Describe the limits of own competence with regard to safeguarding and protecting |
| | | 4.15 | Outline why it is important to treat information about possible abuse confidentially |
| 5 | Be able to help to safeguard and protect children and vulnerable adults | 5.1 | Ensure that up-to-date information on guidelines for safeguarding and protecting children and vulnerable adults is available |

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| | | 5.2 | Identify what the policies and procedures mean for own job and area of work |
| | | 5.3 | Follow the relevant procedures for: <ul style="list-style-type: none"> • Safeguarding and protecting children and vulnerable adults at all times • Protecting self from potential accusations |
| | | 5.4 | Be alert to possible signs of abuse |
| | | 5.5 | Identify, record and report any concerns about the welfare of children and vulnerable adults, while maintaining confidentiality |
| 6 | Know how to deal with injuries and signs of illness | 6.1 | List the types of accidents, injuries and illnesses that may occur in own area of work |
| | | 6.2 | Outline how to respond correctly to emotional distress |
| | | 6.3 | Outline how to deal with accidents, injuries and illnesses before qualified assistance arrives |
| | | 6.4 | Describe how to decide whether to contact the on-site first aider or immediately call the emergency services |
| | | 6.5 | Identify who is the on-site first aider and how to contact them |
| | | 6.6 | Describe the procedures to contact the emergency services |
| | | 6.7 | Outline why it is important to protect the casualty and others involved from further harm |
| | | 6.8 | Outline the procedures to protect the casualty and others |
| | | 6.9 | Outline why it is important to provide comfort and reassurance |
| | | 6.10 | Describe how to provide comfort and reassurance |
| | | 6.11 | Outline own responsibilities for reporting accidents |

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| | | 6.12 | Outline the procedures for reporting accidents |
| 7 | Be able to deal with injuries and signs of illness | 7.1 | Remain calm and follow organisational procedures |
| | | 7.2 | Protect the casualty and other people from further risk |
| | | 7.3 | Call for qualified assistance appropriate to the casualty's condition |
| | | 7.4 | Provide reassurance and comfort to the people involved |
| | | 7.5 | Give the qualified assistance clear and accurate information about what happened |
| | | 7.6 | Follow the relevant accident reporting procedures |
| 8 | Know how to follow emergency procedures | 8.1 | Describe the emergency procedures in own place of work |
| | | 8.2 | Outline what instructions must be given to the people involved |
| | | 8.3 | Outline organisational reporting procedures for emergencies |
| | | 8.4 | Describe the types of problems that may occur when carrying out emergency procedures |
| | | 8.5 | Describe why problems that occur when carrying out emergency procedures should be reported |
| | | 8.6 | Identify who to report problems to |
| 9 | Be able to follow emergency procedures | 9.1 | Give the people involved clear and correct instructions |
| | | 9.2 | Carry out own role in the emergency procedures calmly and correctly |
| | | 9.3 | Maintain the safety of the people involved |
| | | 9.4 | Follow the correct procedures for reporting the emergency |
| | | 9.5 | Report any problems with the emergency procedures to the relevant colleague |

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| Unit Title: | Reflect on and develop own practice in providing exercise and physical activity | | |
| Unit No: | F/601/7362 | | |
| Level: | 2 | | |
| GLH: | 23 | | |
| Credit: | 4 | | |
| Unit details: The aim of this unit is to develop the knowledge and understanding to assist the learner in reflecting on and developing their own practice in providing exercise and physical activity. | | | |
| Learning Outcome The learner will: | | Assessment Criterion The learner can: | |
| 1 | Understand how to reflect on and develop own practice in providing exercise and physical activity | 1.1 | List the values or codes of practice relevant to the work being carried out and describe their importance |
| | | 1.2 | Describe the role of the fitness professional in the industry |
| | | 1.3 | Outline the importance of reflection and continuing professional development in helping clients to develop fitness and motivation |
| | | 1.4 | Outline the structure of the industry |
| | | 1.5 | Identify industry organisations and describe their relevance to the fitness professional |
| | | 1.6 | Outline appropriate registration systems and continuing professional development requirements |
| | | 1.7 | Describe employment opportunities in different sectors of the industry |
| 2 | Understand how to reflect on own professional practice | 2.1 | Describe aspects of professional practice that should be reflected on |
| | | 2.2 | Outline the information that should be used to reflect on own professional practice |
| | | 2.3 | Describe different methods of collecting information and how to interpret it |
| | | 2.4 | Describe how to reflect on own professional practice |
| | | 2.5 | Identify key lessons and how to make use of these in future professional practice |
| | | 2.6 | Outline the importance of discussing ideas with another professional |
| 3 | Be able to reflect on own professional practice | 3.1 | Review the outcomes of working with clients, their feedback and feedback from other staff |

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| | | 3.2 | <p>Identify:</p> <ul style="list-style-type: none"> • how effective physical activities were • how effective and motivational the relationship with the client was • how well the professional codes of ethics were implemented when working with clients • how well the instructing style adopted matched clients' needs • how well the clients' exercise, including their health, safety and welfare were managed • the effectiveness of interacting and working with other members of staff |
| | | 3.3 | Identify ways in which future practice can be improved |
| | | 3.4 | Discuss ideas with another professional and take account of their views |
| 4 | Understand how to improve own professional practice and career opportunities | 4.1 | Identify how often professional practice should be reviewed |
| | | 4.2 | Outline how to access information on developments in exercise and physical activity |
| | | 4.3 | Identify areas in which further development in own professional practice is required |
| | | 4.4 | Describe the importance of having a personal action plan in place for own development |
| | | 4.5 | Outline the types of development activities that are available and how they can be accessed |
| | | 4.6 | Describe the importance of regularly reviewing and updating own personal action plan |
| 5 | Be able to improve own professional practice and career opportunities | 5.1 | Review own professional practice on a regular basis |
| | | 5.2 | Keep up-to-date with developments in exercise and physical activity |
| | | 5.3 | Consider own career goals |
| | | 5.4 | Develop a personal action plan that will help to improve professional practice and career prospects |
| | | 5.5 | Take part in relevant development activities as part of the personal action plan |

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| | | 5.6 | Review own progress in developing professional practice and career prospects and update the personal action plan accordingly |
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| Unit Title: | Design, manage and adapt a personal training programme with clients | | |
| Unit No: | H/601/7760 | | |
| Level: | 3 | | |
| GLH: | 30 | | |
| Credit: | 6 | | |
| Unit details: The aim of this unit is to develop the knowledge and understanding to assist the learner when designing, managing and adapting a personal training programme with clients. | | | |
| Learning Outcome The learner will: | | Assessment Criterion The learner can: | |
| 1 | Understand how to collect and record information about clients | 1.1 | Explain why it is important to collect accurate information about clients |
| | | 1.2 | Explain how to decide what information to collect |
| | | 1.3 | Explain safe and appropriate methods that can be used to collect the information needed to plan personal training programmes |
| | | 1.4 | Outline the legal and ethical implications of collecting information about clients |
| | | 1.5 | Explain how to establish rapport with clients and identify the communication skills needed |
| | | 1.6 | Describe the importance of showing empathy and being sensitive to clients' goals and current stage of readiness |
| | | 1.7 | Explain how to administer and interpret the Physical Activity Readiness Questionnaire (PAR-Q) |
| | | 1.8 | Describe different formats for recording information about clients |
| | | 1.9 | Explain professional role boundaries with regard to offering personal training to clients with different medical conditions |
| | | 1.10 | Explain when it is necessary to refer clients to another professional and describe the procedure that should be followed |
| | | 1.11 | Explain the importance of safeguarding the confidentiality of collected information and describe how to do so |
| | | 1.12 | Analyse the strengths and weaknesses of the various methods of collecting information for |

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| | | | different types of clients |
| | | 1.13 | Explain how to ensure clients informed consent is obtained before collecting information |
| | | 1.14 | Outline legal and organisational requirements for data protection and confidentiality |
| 2 | Be able to collect and record information about clients | 2.1 | Establish a rapport with clients |
| | | 2.2 | Explain own role and responsibilities to the clients |
| | | 2.3 | Identify what information needs to be collected about clients |
| | | 2.4 | Collect information about clients using appropriate methods |
| | | 2.5 | Show sensitivity and empathy to clients and the information they provide |
| | | 2.6 | Record the information in a way that will help to analyse it |
| | | 2.7 | Identify when clients need referral to another professional |
| | | 2.8 | Maintain client confidentiality in line with good practice procedures |
| 3 | Understand how to analyse information and agree goals with clients | 3.1 | Explain why it is important to work together with clients to agree goals and activities |
| | | 3.2 | Explain the importance of long-term behaviour change and how to ensure clients understand and commit themselves to long-term change |
| | | 3.3 | Describe how to organise information in a way which will assist its interpretation and analysis |
| | | 3.4 | Describe how to analyse and interpret collected information so that clients needs and goals can be identified |
| | | 3.5 | Explain the importance of clients understanding the advantages of taking part in a personal training programme |
| | | 3.6 | Explain why it is important to base goal setting on an analysis of clients' needs |
| | | 3.7 | Describe the possible barriers which may prevent clients achieving their goals |
| | | 3.8 | Explain why it is important to identify and |

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| | | | agree short, medium and long term goals that take account of barriers and discrepancies, including client fears and reservations about physical activity |
| | | 3.9 | Explain when people other than clients should be involved in goal setting |
| | | 3.10 | Explain how to develop, agree and record goals which are appropriate to clients |
| | | 3.11 | Explain how to develop, agree and record goals which are appropriate to clients |
| | | 3.12 | Assess strategies which can prevent drop out or relapse |
| 4 | Be able to analyse information and agree goals with clients | 4.1 | Analyse the information collected |
| | | 4.2 | Identify any barriers to participation and encourage clients to find a solution |
| | | 4.3 | Agree clients' needs and readiness to participate |
| | | 4.4 | Work with clients to agree short, medium and long-term goals appropriate to their needs |
| | | 4.5 | Ensure the goals are specific, measurable, achievable, realistic and time bound and reflect accepted good practice |
| | | 4.6 | Record the agreed goals in a format that is clear to all those involved in the programme |
| | | 4.7 | Identify and agree strategies to prevent drop out or relapse |
| 5 | Understand how to plan, prepare and manage a personal training programme with clients | 5.1 | Explain why thorough planning and preparation are necessary |
| | | 5.2 | Explain how to research and identify exercises and activities which will help clients to achieve their goals |
| | | 5.3 | Explain how to research and identify exercises and activities which will help clients to achieve their goals |
| | | 5.4 | Explain how to apply the principles of training to programme design |
| | | 5.6 | Describe how to include physical activities as part of the client's lifestyle to complement exercise sessions |
| | | 5.7 | Explain how to choose resources and environments that will help clients to participate in the programme according to |

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| | | | their needs |
| | | 5.8 | Explain how to design programmes that can be run in environments not designed for physical exercise, for example a client's home or outdoor area |
| | | 5.9 | Explain how to decide on the order of exercises and activities in the programme |
| | | 5.10 | Outline current guidelines on programme design and safe exercise |
| | | 5.11 | Explain how to make sure the components of fitness are built into the programme |
| | | 5.12 | Explain how to structure the sessions which make up the programme |
| | | 5.13 | Explain how to record the programme |
| | | 5.14 | Explain why it is important to agree the programme with clients |
| | | 5.15 | Explain when it is appropriate to share the programme with other professionals |
| 6 | Be able to plan, prepare and manage a personal training programme with clients | 6.1 | Plan specific outcome measures, stages of achievement and exercises/physical activities that are appropriate to clients' goals and level of fitness |
| | | 6.2 | Ensure exercises/physical activities are consistent with accepted good practice |
| | | 6.3 | Explain and agree the demands of the programme with clients |
| | | 6.4 | Plan and agree a progressive timetable of sessions with clients |
| | | 6.5 | Agree appropriate evaluation methods and review dates |
| | | 6.6 | Identify the resources needed, making best use of the environments in which clients will exercise |
| | | 6.7 | Apply the principles of training to help clients achieve short, medium and long term goals |
| | | 6.8 | Ensure effective integration of all programme exercises/physical activities and sessions |
| | | 6.9 | Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned |
| | | 6.10 | Record plans in a format that will help all |

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| | | | concerned to implement the programme |
| | | 6.11 | Agree how to maintain contact with clients between sessions |
| 7 | Understand how to review progress with client | 7.1 | Explain the importance of monitoring and reviewing programmes with clients |
| | | 7.2 | Assess methods of collecting, analysing and recording information that will help to review progress against goals and initial baseline data |
| | | 7.3 | Describe how to communicate information to clients and provide effective feedback |
| | | 7.4 | Explain why it is important to encourage clients to give their views |
| | | 7.5 | Explain how to analyse and record clients' progress |
| | | 7.6 | Explain why it is important to agree changes with clients |
| | | 7.7 | Explain why it is important to communicate progress and changes to all those involved in the programme |
| | | 7.8 | Explain why it is important to keep accurate records of changes and the reasons for change |
| 8 | Be able to review progress with clients | 8.1 | Monitor clients' progress using appropriate methods |
| | | 8.2 | Review progress with clients at agreed points in the programme |
| | | 8.3 | Ensure clients understand the purpose of review and how it fits into their programme |
| | | 8.4 | Encourage clients to give their own views on progress |
| | | 8.5 | Use agreed evaluation guidelines |
| | | 8.6 | Give positive and timely feedback to clients during their review |
| | | 8.7 | Agree review outcomes with clients and keep accurate records |
| 9 | Understand how to adapt a personal training programme with clients | 9.1 | Explain how to review short, medium and long term goals with clients taking into account any changes in circumstances |
| | | 9.2 | Explain how the principles of training can be used to adapt the programme where goals |

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| | | | are not being achieved or new goals have been identified |
| | | 9.3 | Describe how to communicate adaptations to clients and other professionals |
| | | 94 | Explain the different training systems and their use in providing variety and ensuring programmes remain effective |
| 10 | Be able to adapt a personal training programme with clients | 10.1 | Identify goals and exercises/physical activities that need to be redefined or adapted |
| | | 10.2 | Agree adaptations, progressions or regressions to meet clients' needs as and when necessary to optimise achievement |
| | | 10.3 | Identify any changes to resources and environments and agree them with clients |
| | | 10.4 | Introduce adaptations in a way that is appropriate to clients and their needs |
| | | 10.5 | Record changes to plans for the programme to take account of adaptations |
| | | 10.6 | Monitor the effectiveness of adaptations and update these as necessary |

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| Unit Title: | Motivate clients to maintain long term adherence to exercise and physical activity | | |
| Unit No: | K/601/7758 | | |
| Level: | 3 | | |
| GLH: | 15 | | |
| Credit: | 4 | | |
| Unit details: The aim of this unit is to develop knowledge and understanding to assist the learner in motivating clients to maintain long term adherence to physical activity through developing effective relationships and customer service. | | | |
| Learning Outcome The learner will: | | Assessment Criterion The learner can: | |
| 1 | Understand how to establish and maintain an effective relationship with clients | 1.1 | Explain how to present a positive image of self and organisation |
| | | 1.2 | Explain why the relationship between the instructor and client is important |
| | | 1.3 | Describe the type of instructor/client relationship which will assist client progress and adherence to physical activity |
| | | 1.4 | Describe the types of personal qualities that instructors need to develop in order to help and support clients |
| | | 1.5 | Explain why clients need to understand the instructors role and responsibilities and the roles and responsibilities of other professionals who may be involved |
| | | 1.6 | Explain the extent and limitations of own role and responsibility when working with clients |
| | | 1.7 | Describe how to select and use a range of communication strategies to communicate with different clients |
| | | 1.8 | Explain how to adapt the relationship with the client to take account of changing needs and circumstances |
| | | 1.9 | Explain what is meant by a 'professional relationship' between instructor and client |
| | | 1.10 | Explain what is meant by 'valuing diversity' in a practical context when working with clients |
| | | 1.11 | Describe the types of prejudice and discrimination that individual clients might experience and how to overcome these |

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| | | 1.12 | Explain what is meant by 'confidentiality' and why it is important when working with clients, other staff and professionals |
| | | 1.13 | Outline the types of information that may be subject to data protection/confidentiality |
| | | 1.14 | Explain how to maintain client confidentiality in line with good practice |
| | | 1.15 | Explain how abiding by the Exercise and Fitness Code of Ethical Practice acts to ensure that equality and diversity are reflected during the exercise session |
| | | 1.16 | Identify the difference between advising on exercise participation and everyday lifestyle physical activity |
| | | 1.17 | Explain how to manage conflict and disagreements with colleagues |
| | | 1.18 | Outline procedures to follow in the event of client complaints |
| 2 | Be able to establish and maintain an effective relationship with clients | 2.1 | Present a positive image of self and organisation to clients |
| | | 2.2 | Develop an effective working relationship with clients |
| | | 2.3 | Clearly define own role and responsibilities to clients and the roles and responsibilities of other professionals who may be involved |
| | | 2.4 | Communicate clearly with clients in a way that makes them feel valued |
| | | 2.5 | Use instructing styles that match clients' needs |
| | | 2.6 | Adapt the relationship with clients to meet their changing needs |
| | | 2.7 | Ensure the relationship with clients follows good practice and ethical requirements |
| | | 2.8 | Show that diversity and equal opportunities are valued for all clients |
| | | 2.9 | Maintain confidentiality requirements |
| | | 2.10 | Handle any disagreements and complaints promptly, positively and according to organisational procedures |
| 3 | Understand how to work with clients to develop and maintain | 3.1 | Explain why it is important to develop a relationship with the client based on mutual |

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| adherence strategies | | trust and openness |
| | 3.2 | Explain why it is important for the client to take responsibility for their own fitness and behaviour change |
| | 3.3 | Analyse behavioural psychology and different approaches to behaviour change |
| | 3.4 | Assess different strategies to enable clients to change their behaviour and achieve their goals |
| | 3.5 | Describe the typical goals and expectations that clients have |
| | 3.6 | Describe the types of barriers individual clients may face when undertaking physical activity and achieving their goals |
| | 3.7 | Explain how clients can be helped to overcome these barriers |
| | 3.8 | Describe the types of incentives and rewards that may be appropriate to a range of different clients |
| | 3.9 | Explain the possible reasons for the types of exercise preferences that different clients may have |
| | 3.10 | Explain how to assist clients to develop their own adherence strategies |
| | 3.11 | Explain how to monitor and adapt a client's adherence strategy |
| | 3.12 | Describe the communication skills needed to assist clients with motivation including: <ul style="list-style-type: none"> • how to ask open ended questions • active listening skills • methods of gathering personal information • appropriate questioning techniques • interpreting client responses including body language and other forms of behaviour especially when undertaking physical activity • means of summarising gathered information |

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| 4 | Be able to work with clients to develop and maintain adherence strategies exercise programme | 4.1 | Work with clients to encourage mutual trust, openness and a willingness to take responsibility for their own fitness and behaviour change |
| | | 4.2 | Identify the clients' goals for taking part in regular physical activity and readiness to change behaviour |
| | | 4.3 | Analyse the clients' lifestyle and identify opportunities for exercise and physical activity and potential barriers |
| | | 4.4 | Identify the clients' preferences for exercise |
| | | 4.5 | Identify appropriate incentives and rewards for the clients taking part in physical activity |
| | | 4.6 | Work with the clients to develop a long term strategy to adhere to exercise and physical activity, building on opportunities, preferences and incentives, and minimising barriers |
| | | 4.7 | Monitor the clients' adherence to exercise and physical activity |
| | | 4.8 | Provide support to the clients' adherence strategy to achieve long-term behaviour change in line with their goals |
| | | 4.9 | Work with the clients to adapt and refine their adherence strategy |
| 5 | Understand how to provide ongoing customer service to clients | 5.1 | Explain the importance of client care both to the client and the organisation |
| | | 5.2 | Explain why it is important to deal effectively with client/individual needs |
| | | 5.3 | Outline the types of information which clients usually need |
| | | 5.4 | Outline how to respond to requests according to the organisations procedures |
| | | 5.5 | Identify where to source relevant information to meet client needs |
| | | 5.6 | Explain what types of issues may need to be referred to another professional, when to refer them and who this professional may be in different situations |
| | | 5.7 | Explain the importance of dealing with any delay with clients and describe how to do so effectively |

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| 6 | Be able to provide ongoing customer service to clients | 6.1 | Engage with clients during exercise |
| | | 6.2 | Respond positively to clients |
| | | 6.3 | Gather as much information as possible about clients' needs and expectations |
| | | 6.4 | Listen to and ask the clients' questions to check own understanding |
| | | 6.5 | Discuss with the clients different ways of meeting their needs and expectations |
| | | 6.6 | Always try to meet clients' needs and expectations to the best of own ability and in line with accepted good practice |
| | | 6.7 | If clients' needs and expectations are beyond own level of competence, consult another professional |
| | | 6.8 | Provide the clients with clear information and advice when they need it |
| | | 6.9 | Find out how well identified solutions work and provide alternative guidance if necessary |
| | | 6.10 | Handle client complaints positively and following agreed procedures |

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| Unit Title: | Deliver exercise and physical activity as part of a personal training programme | | |
| Unit No: | K/601/7761 | | |
| Level: | 3 | | |
| GLH: | 70 | | |
| Credit: | 10 | | |
| Unit details: The aim of this unit is to develop the knowledge and understanding to assist the learner in delivering exercise and physical activity as part of a personal training programme | | | |
| Learning Outcome The learner will: | | Assessment Criterion The learner can: | |
| 1 | Understand how to plan and prepare individualised exercise sessions | 1.1 | Explain the importance of careful and thorough planning and preparation before physical exercise |
| | | 1.2 | Explain how to identify specific objectives from the overall programme goals |
| | | 1.3 | Explain how timings, intensities and sequences can affect programme outcomes |
| | | 1.4 | Explain the importance of matching teaching and learning styles to maximise clients' progress and motivation |
| | | 1.5 | Describe how to utilise verbal and non-verbal communication techniques |
| | | 1.6 | Explain how to select and prepare the equipment and environment as needed |
| | | 1.7 | Explain how to work in environments that are not specifically designed for physical exercise |
| 2 | Be able to plan and prepare individualised exercise sessions | 2.1 | Provide a range of exercises to help clients achieve objectives and goals |
| | | 2.2 | Plan and agree the focus of exercises and utilise the resources available, improvising safely where necessary |
| | | 2.3 | Plan realistic timings, intensities and sequences of exercises |
| | | 2.4 | Identify, obtain and prepare the resources needed for the planned exercises |
| 3 | Understand how to prepare clients for individualised exercise sessions | 3.1 | Explain why it is important to ensure clients are properly prepared physically |

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| | | | and psychologically before activity begins |
| | | 3.2 | Explain why it is important to find out how clients responded to previous physical activity and if anything has changed since then |
| | | 3.3 | Describe the importance of explaining the planned objectives and activities to clients |
| | | 3.4 | Explain why clients need to know the physical and technical demands of the activity and how this might affect motivation |
| | | 3.5 | Explain why it may be necessary to negotiate and agree changes to plans with clients |
| | | 3.6 | Explain why and how any changes to plans should be recorded |
| | | 3.7 | Outline the health, safety and emergency procedures and requirements |
| | | 3.8 | Explain why clients need to know about health, safety and emergency procedures |
| 4 | Be able to prepare clients for individualised exercise sessions | 4.1 | Meet clients punctually and make them feel at ease |
| | | 4.2 | Collect any new information about clients response to previous activity |
| | | 4.3 | Discuss the planned objectives and exercises for the session and how these link to clients' goals |
| | | 4.4 | Discuss the physical and technical demands of the planned exercises and how clients can progress or regress these to meet goals |
| | | 4.5 | Assess, agree and review clients' state of readiness and motivation to take part in the planned exercises |
| | | 4.6 | Negotiate, agree and record changes to the planned exercises with clients to meet goals and preferences and enable them to maintain progress |
| 5 | Understand how to teach and | 5.1 | Explain why a balance of instruction, |

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| adapt planned exercises | | exercise and discussion is important when instructing clients |
| | 5.2 | Outline the range of approved teaching and motivational styles that can be used and explain how to vary these according to clients' response |
| | 5.3 | Explain the importance of warm-up and the range of warm-up activities that can be used for the activities being taught |
| | 5.4 | Explain how to choose warm-ups appropriate to different clients and conditions |
| | 5.5 | Explain why clients should understand the purpose and value of warm-up |
| | 5.6 | Explain how to provide instructions, demonstrations and explanations clearly and effectively |
| | 5.7 | Describe the correct positions for the exercises being taught |
| | 5.8 | Explain how to adapt exercise positions as appropriate to individual clients and conditions |
| | 5.9 | Explain why it is important to make sure clients understand instructions, demonstrations and explanations and describe how this can be done |
| | 5.10 | Explain the importance of non-verbal communication and the effect of body language |
| | 5.11 | Explain how to adapt communication to meet clients' needs |
| | 5.12 | Explain why it is important to monitor individual progress especially if more than one client is involved |
| | 5.13 | Appraise methods of monitoring clients' progress |
| | 5.14 | Identify when it may be necessary to adapt planned exercises to meet clients' needs and explain how to do so |
| | 5.15 | Explain methods of maintaining clients' motivation especially when they are finding exercises difficult |

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| | | 5.16 | Explain the importance of correcting techniques and how to adopt appropriate teaching styles to ensure clients apply techniques correctly |
| | | 5.17 | Explain how to modify the intensity of exercise to match clients' response to physical activity |
| 6 | Be able to teach and adapt planned exercises | 6.1 | Ensure there is an effective balance of instruction, activity and discussion within the session |
| | | 6.2 | Use teaching and motivational styles that are appropriate to clients and accepted good practice |
| | | 6.3 | Provide clients with an appropriate warm-up |
| | | 6.4 | Make best use of the environment in which clients are exercising |
| | | 6.5 | Provide instructions, explanations and demonstrations that are technically correct, safe and effective |
| | | 6.6 | Check clients' understanding of instructions, explanations and demonstrations |
| | | 6.7 | Adapt verbal and non-verbal communication methods to make sure clients understand what is required |
| | | 6.8 | Ensure clients can carry out the exercises safely on their own |
| | | 6.9 | Observe and analyse clients' performance, providing positive reinforcement throughout |
| | | 6.10 | Correct techniques at appropriate points |
| | | 6.11 | Progress or regress exercises according to clients' performance |
| 7 | Understand how to bring exercise sessions to an end | 7.1 | Explain why it is important to allow sufficient time for clients to finish exercising and how the cool-down can be adapted to different levels of client needs and experience |
| | | 7.2 | Explain the purpose and value of cool-down activities and how to select these according to the type and intensity of physical exercise and clients needs and |

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| | | | condition |
| | | 7.3 | Explain why clients should understand the value and purpose of cool-down |
| | | 7.4 | Describe why clients should be given the opportunity to ask questions, provide feedback and discuss their performance and explain how to make sure this happens |
| | | 7.5 | Describe why clients should be given feedback on their performance and explain how to do this in a way that is accurate but maintains client motivation and commitment |
| | | 7.6 | Explain why clients need to see their progress against objectives in terms of their overall goals and programme |
| | | 7.7 | Explain why clients need information about future activities, either supervised or unsupervised |
| | | 7.8 | Outline the correct procedures for dealing with equipment and the wider facility once the session is over |
| 8 | Be able to bring exercise sessions to an end | 8.1 | Allow sufficient time for the closing phase of the session |
| | | 8.2 | End the exercises using a cool down that is safe and effective for clients |
| | | 8.3 | Provide clients with positive reinforcement about their performance |
| | | 8.4 | Give clients feedback on the session |
| | | 8.5 | Explain to clients how progress made links to their short, medium and long term goals |
| | | 8.6 | Discuss other possible physical activities with clients |
| | | 8.7 | Leave the environment in a condition suitable for future use |

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| Unit Title: | Evaluate exercise and physical activity programmes | | |
| Unit No: | M/601/7759 | | |
| Level: | 3 | | |
| GLH: | 14 | | |
| Credit: | 3 | | |
| Unit details: The aim of this unit is to develop the knowledge and understanding to assist the learner when evaluating exercise and physical activity programmes. | | | |
| Learning Outcome The learner will: | | Assessment Criterion The learner can: | |
| 1 | Understand how to work with clients to evaluate exercise and physical activity programmes | 1.1 | Explain why it is important to evaluate progressive physical activity programmes |
| | | 1.2 | Outline the principles of evaluation in the context of physical activity |
| | | 1.3 | Outline what information is needed to evaluate physical activity programmes |
| | | 1.4 | Explain methods that can be used to collect the information required to evaluate physical activity programmes |
| | | 1.5 | Explain why it is important to evaluate all stages and components of the programme |
| | | 1.6 | Describe methods that can be used to organise information so that it can be analysed |
| | | 1.7 | Describe methods that can be used to get structured feedback from clients |
| | | 1.8 | Explain why structured feedback is important |
| | | 1.9 | Explain how to analyse information and client feedback |
| | | 1.10 | Explain why it is important to discuss preliminary conclusions with the client |
| | | 1.11 | Explain why the client's views are important |
| 2 | Be able to work with clients to evaluate exercise and physical activity programmes | 2.1 | Collate all available information regarding the planned programme and client objectives |
| | | 2.2 | Collate information regarding client progress, adaptations to the programme and the reasons for adaptation |
| | | 2.3 | Collate information regarding client |

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| | | 2.4 | Collect structured feedback from the client |
| | | 2.5 | Analyse available information and feedback |
| | | 2.6 | Outline preliminary conclusions about the effectiveness of the programme |
| | | 2.7 | Discuss preliminary conclusions with the client and take account of their views |
| 3 | Understand how to identify lessons for future practice | 3.1 | Explain why continuous improvement in practice is important for exercise/physical activity instructors |
| | | 3.2 | Explain why it is important to prioritise the improvement of some programme components |
| | | 3.3 | Explain how to prioritise which programme components to work on |
| | | 3.4 | Outline sources of information, advice and best practice on how to improve programme components |
| | | 3.5 | Explain why it is important to share conclusions about improving own practice with other people |
| | | 3.6 | Identify who to share ideas for improvements in own practice with |
| | | 3.7 | Describe how to make use of improvements in own practice in the future |
| 4 | Be able to identify lessons for future practice | 4.1 | Identify the relative success of each programme component |
| | | 4.2 | Prioritise those programme components that are vital to improving practice |
| | | 4.3 | Identify how programme components could be improved |
| | | 4.4 | Share own conclusions with relevant people and take account of their feedback |
| | | 4.5 | Undertake further research and development to improve programme components |
| | | 4.6 | Note lessons for future practice |

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| Unit Title: | Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme | | |
| Unit No: | M/601/7762 | | |
| Level: | 3 | | |
| GLH: | 42 | | |
| Credit: | 7 | | |
| Unit details: The aim of this unit is to develop the knowledge and understanding to assist the learner applying the principles of nutrition to support clients goals within a programme. | | | |
| Learning Outcome The learner will: | | Assessment Criterion The learner can: | |
| 1 | Understand how to collect and analyse information and agree goals with the client | 1.1 | Outline the range of professionals and professional bodies involved in the area of nutrition |
| | | 1.2 | Describe how to obtain clients informed consent before collecting nutritional information |
| | | 1.3 | Explain why it is important to collect accurate nutritional information about clients |
| | | 1.4 | Describe the information that needs to be collected to offer nutritional advice to clients safely and effectively |
| | | 1.5 | Outline the legal and ethical implications of collecting nutritional information |
| | | 1.6 | Describe different formats for recording nutritional information |
| | | 1.7 | Describe different formats for recording nutritional information |
| | | 1.8 | Explain issues that may be sensitive when collecting nutritional information |
| | | 1.9 | Explain basic dietary assessment methods |
| | | 1.10 | Evaluate different methods that can be used to measure body composition and health risk in relation to weight including: <ul style="list-style-type: none"> • Body Mass Index (BMI) • Waist circumference (WC) • Waist to hip ratio • Skin folds and skin fold indices • Bioelectrical impedance |
| | | 1.11 | Assess health risk in relation to body composition, height and weight, and |

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| | | | where available, compare to 'norms' |
| | | 1.12 | Explain how to sensitively divulge the interpretation of collected information and results to clients |
| | | 1.13 | Describe how to recognise the signs and symptoms of disordered eating |
| | | 1.14 | Describe a healthy eating pattern |
| | | 1.15 | Explain the circumstances in which a client should be recommended to visit a GP about the possibility of referral to a Registered Dietitian and the process that should be followed |
| | | 1.16 | Explain the circumstances in which a client should be referred on to a Accredited Sports Dietitian and the process that should be followed |
| | | 1.17 | Analyse and interpret collected information to identify clients' needs and nutritional goals in comparison to National guidelines/the National food model |
| | | 1.18 | Explain how to apply the principles of goal setting when offering nutritional advice |
| | | 1.19 | Explain when to involve people other than the client in nutritional goal setting and identify who these people might be |
| | | 1.20 | Identify barriers which may prevent clients achieving the agreed nutritional goals |
| | | 1.21 | Describe motivational strategies that can be used to encourage healthy eating and prevent non-compliance or relapse |
| 2 | Be able to collect and analyse information and agree goals with the client | 2.1 | Collect, record and analyse the information needed about clients nutritional goals |
| | | 2.2 | Identify when clients need referral to another professional |
| | | 2.3 | Agree clients needs and readiness to take part |
| | | 2.4 | Agree clients short, medium and long term nutritional goals |

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| | | 2.5 | Identify barriers to clients achieving the agreed nutritional goals |
| | | 2.6 | Set nutritional goals that are specific, measurable, achievable, realistic and time-bound and reflect accepted good practice |
| | | 2.7 | Record the agreed goals in a format that is clear to all who may be involved |
| | | 2.8 | Identify and agree strategies to prevent non-compliance or relapse |
| | | 2.9 | Identify and agree review points |
| 3 | Understand how to apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme | 3.1 | Describe the structure and function of the digestive system |
| | | 3.2 | Explain the meaning of key nutritional terms including: <ul style="list-style-type: none"> • diet • healthy eating • nutrition • balanced diet |
| | | 3.3 | Explain professional role boundaries with regard to offering nutritional advice to clients |
| | | 3.4 | Explain the key nutritional principles/messages and national guidelines that underpin a healthy diet |
| | | 3.5 | Describe the nutritional principles and key features of the National food model/guide |
| | | 3.6 | Explain the relationship between nutrition, physical activity, body composition and health and how to communicate it to clients including: <ul style="list-style-type: none"> • links to disease / disease risk factors • cholesterol (including desirable levels of HDL, LDL, Total Cholesterol: HDL ratio) • types of fat |
| | | 3.7 | Describe the nutritional requirements and hydration needs of the physical activity programme |

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| | 3.8 | Outline factors that may influence clients' eating habits and prevent them from achieving nutritional goals |
| | 3.9 | Identify groups of clients at risk of nutritional deficiencies |
| | 3.10 | Identify how to access reliable sources of nutritional information |
| | 3.11 | Distinguish between evidence-based knowledge versus the unsubstantiated marketing claims of suppliers |
| | 3.12 | Explain the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic exercise |
| | 3.13 | Define the components of energy expenditure and the energy balance equation |
| | 3.14 | Demonstrate how to determine Basal Metabolic Rate (BMR) |
| | 3.15 | Demonstrate how to determine energy requirements based on physical activity levels and other relevant factors |
| | 3.16 | Describe energy needs/expenditure for different physical activities |
| | 3.17 | Outline the function and metabolism of the macro nutrients |
| | 3.18 | Outline the function and metabolism of micro nutrients |
| | 3.19 | Identify the main food groups and the nutrients they contribute to the diet |
| | 3.20 | Describe portion sizes in the context of the National food model |
| | 3.21 | Identify the calorific/Kilo joule value of nutrients |
| | 3.22 | Describe common terminology used in nutrition including: <ul style="list-style-type: none"> •UK dietary reference values (DRV) •Recommended daily allowance (RDA) •Recommended daily intake (RDI) •Glycaemic Index |

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| | | 3.23 | Describe how to identify and agree nutritional goals and translate them into basic healthy eating advice that reflects current National guidelines |
| | | 3.24 | Interpret food labelling information |
| | | 3.25 | Explain the significance of healthy food reparation |
| | | 3.26 | Explain the potential health and performance implications of severe energy restriction, weight loss and weight gain |
| | | 3.27 | Explain how cultural and religious dietary practices can influence nutritional advice |
| | | 3.28 | Explain the importance of communicating the health risks associated with current weight-loss fads and popular diets to clients |
| | | 3.29 | Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a Registered Dietitian |
| | | 3.30 | Explain the need for reappraisal of client's body composition and other relevant health parameters at agreed stages of the program |
| | | 3.31 | Outline safety, effectiveness and contraindications relating to protein and vitamin supplementation |
| | | 3.32 | Outline industry guidelines on managing users with suspected eating disorders |
| 4 | Be able to apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme | 4.1 | Analyse clients' nutritional needs and preferences in relation to current status and nutritional goals |
| | | 4.2 | Use credible sources of information and advice in establishing clients goals |
| | | 4.3 | Design and agree nutritional goals that are compatible with the analysis carried out, accepted good practice and national guidelines |
| | | 4.4 | Identify and obtain credible educational resources for use with clients |
| | | 4.5 | Ensure that the nutritional goals support |

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| | | and integrate with other programme components |
| | 4.6 | Ensure that clients understand and follow the nutritional advice as part of the exercise and physical activity programme |
| | 4.7 | Evaluate and review clients' progress towards the agreed nutritional goals |
| | 4.8 | Monitor and refine clients' nutritional goals during the physical activity programme |

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| Unit Title: | Plan , market and sell services | | |
| Unit No: | M/601/7763 | | |
| Level: | 3 | | |
| GLH: | 26 | | |
| Credit: | 5 | | |
| Unit details: The aim of this unit is to develop the knowledge and understanding to assist the learner when planning, marketing and selling services. | | | |
| Learning Outcome The learner will: | | Assessment Criterion The learner can: | |
| 1 | Understand how to plan marketing and sales | 1.1 | Identify the sources of marketing and sales information |
| | | 1.2 | Describe how the market is segmented/divided by: <ul style="list-style-type: none"> • age • income • occupation/social class • the benefits that potential clients |
| | | 1.3 | Assess the market in terms of: <ul style="list-style-type: none"> • the pricing of the service • the promotion of the service • customer needs and expectations • trends in the industry |
| | | 1.4 | Identify and obtain credible educational resources for use with clients |
| | | 1.5 | Explain how to identify and assess own strengths and weaknesses |
| | | 1.6 | Describe how to develop services that address a certain 'niche' in the market |
| | | 1.7 | Explain how to cost services and develop marketing and sales plans that take account of cash flow and tax considerations |
| | | 1.8 | Explain the importance of testing proposed products and services with other people and describe how to do so |
| | | 1.9 | Explain the importance of having realistic and achievable targets for marketing and sales |
| | | 1.10 | Explain how to develop sales and marketing targets |

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| | | 1.11 | Explain the importance of being able to evaluate sales and marketing plans |
| | | 1.12 | Explain ways of monitoring and evaluating marketing and sales |
| 2 | Be able to plan marketing and sales | 2.1 | Research the market according to the service being offered |
| | | 2.2 | Identify existing and new trends in the industry |
| | | 2.3 | Identify competitors and analyse their strengths and weaknesses in comparison to own |
| | | 2.4 | Identify the types of client who might be interested in the services and the benefits they are looking for |
| | | 2.5 | Develop and cost services that will be attractive to potential clients |
| | | 2.6 | Test these services with other people and obtain their feedback |
| | | 2.7 | Set realistic and achievable marketing and sales targets within defined timescales |
| | | 2.8 | Decide how to evaluate the marketing and sales aspects of the service |
| 3 | Understand how to market services | 3.1 | Identify the best ways of reaching potential clients |
| | | 3.2 | Describe the 'image' clients may have of the types of services offered and how to develop an image that is unique |
| | | 3.3 | Explain how to present services so that they and their benefits will be attractive to clients |
| | | 3.4 | Describe different ways to present/market the services |
| | | 3.5 | Explain the importance of being proactive in marketing and reaching potential clients |
| | | 3.6 | Explain the importance of promoting the value and benefits of the services to clients |
| | | 3.7 | Explain the importance of monitoring the effectiveness of marketing and sales activities |

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| | | 3.8 | Explain how to overcome problems and improve services |
| | | 3.9 | Describe methods of monitoring marketing and sales |
| 4 | Be able to market services | 4.1 | Identify the best ways to reach potential clients |
| | | 4.2 | Present the services so that they are attractive to potential clients |
| | | 4.3 | Promote the value and benefits of the services to clients |
| | | 4.4 | Keep track of marketing and sales and compare what is being achieved with set targets |
| | | 4.5 | Find ways of improving marketing and sales |
| 5 | Understand how to sell services directly to clients | 5.1 | Explain the importance of being proactive in selling without giving the impression of the hard sell' and describe how to do so |
| | | 5.2 | Explain why it is important to correctly identify client's needs and expectations in relation to the services offered |
| | | 5.3 | Explain how to identify services that match or come close to client's needs and expectations |
| | | 5.4 | Explain the importance of ensuring accurate information is provided especially in relation to legal requirements covering trade descriptions and sale of goods |
| | | 5.5 | Explain the importance of ensuring accurate information is provided especially in relation to legal requirements covering trade descriptions and sale of goods |
| | | 5.6 | Identify buying signals that a client might give and how they can be used to help move the sale on |
| | | 5.7 | Explain the importance of negotiating services that meet both own needs and that of the client |
| | | 5.8 | Explain how to confirm the client is ready to complete the sale without making |

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| | | | them feel rushed and why this is an important stage |
| | | 5.9 | Explain why it is important to agree terms with the client and how to do so |
| | | 5.10 | Outline the relevant documents that need to be completed and why these are important |
| 6 | Be able to sell services directly to clients | 6.1 | Identify client's needs and expectations |
| | | 6.2 | Suggest services that meet client's needs and expectations |
| | | 6.3 | Provide information about the services and their benefits clearly, accurately and in a way that will motivate the client to take them up |
| | | 6.4 | Give the client full opportunity to ask questions and discuss the services and their benefits and if necessary, think about their decision |
| | | 6.5 | Identify buying signals from the client and use these to move the sale on |
| | | 6.7 | Ensure the client is ready to commit themselves to the sale |
| | | 6.8 | Agree terms with the client and make sure they are satisfied with the sale |
| | | 6.9 | Ensure all relevant documents are completed |
| 7 | Understand how to follow up marketing and client enquiries | 7.1 | Explain the importance of keeping up to date information on marketing and client enquiries |
| | | 7.2 | Outline the features of a client service management system and how to choose a method that is most appropriate to the business/service offered |
| | | 7.3 | Outline the legal and organisational requirements for data protection and how to ensure that they are followed |
| 8 | Be able to follow up marketing and client enquiries | 8.1 | Develop and keep up-to-date a client service management system |
| | | 8.2 | Keep in regular contact with existing clients and with those who have made enquiries |

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| | | 8.3 | Provide existing clients and prospective clients with information on new and existing services |
| | | 8.4 | Respond promptly and positively to further enquiries and make efforts to obtain new business |
| | | 8.5 | Follow all legal and organisational requirements for data protection |

APPENDIX B: Assessment Strategy

Anatomy and physiology for exercise

The aim of this unit is to assess the learner's knowledge and understanding of anatomy and physiology for exercise.

All learning outcomes of this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. There must be valid, authenticate and sufficient evidence for the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criteria.

Evidence for this unit could take the form of:

- Written statements or answers by the learner
- Oral statements or answers by the learner
- Professional discussion between the learner and their assessor
- Assignments
- Projects

Please see Annex 1 for further guidance on the bones, joints and muscles which must be covered

Principles of exercise, fitness and health

The aim of this unit is to assess the learner's knowledge and understanding of principles of exercise, fitness and health.

All learning outcomes of this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. There must be valid, authenticate and sufficient evidence for the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criteria.

Evidence for this unit could take the form of:

- Written statements or answers by the learner
- Oral statements or answers by the learner
- Professional discussion between the learner and their assessor
- Assignments
- Projects

Promote health, safety and welfare in active leisure and recreation

Evidence of real work activity

There must be evidence that the learner has met all of the assessment criteria listed against 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements. There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Seven types of hazards
- Four types of methods of control
- Four types of abuse
- Three types of casualty
- Two types of qualified assistance
- Five types of condition
- Three types of people involved

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is allowed for 5.5 and the whole of learning outcomes 7 and 9 only, if there is no naturally occurring evidence is available.

Use of supplementary evidence

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work in

the play setting that they know and understand this technique, there is no requirement for them to be questioned again on this topic.

Motivate clients to maintain long term adherence to exercise and physical activity

Evidence of real work activity

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

There must also be evidence that the learner's work has met the requirements listed 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Four types of clients

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is allowed for 3.10, 7.7 and 7.10, if there is no naturally occurring evidence available.

Use of supplementary evidence

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no

requirement for them to be questioned again on this topic.

Reflect on and develop own practice in providing exercise and physical activity

Evidence of real work activity

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

There must also be evidence that the learner's work has met the requirements listed 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- One type of client
- Six types of professional practice

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Evaluate exercise and physical activity programmes

Evidence of real work activity

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

There must also be evidence that the learner's work has met the requirements listed 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Three types of objectives
- Nine types of programme components
- Two types of relevant people

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Design, manage and adapt a personal training programme with clients

Evidence of real work activity

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

There must be evidence that the learner has carried out appropriate screening (e.g. use of the PARQ and informed consent) and taken physical measurements as appropriate for the client, from the following:

- Blood pressure (manual and digital where available)
- Anthropometrics (e.g. height and weight, BMI, waist circumference or waist hips ratio)
- Body composition (e.g. callipers, bio-electrical impedance etc.)
- Cardiovascular fitness (using validated/recognized protocols such as Astrand bike test, Rockport walking test etc.)
- Range of motion (e.g. using validated/recognized protocols such as sit and reach test, visual assessment during stretch positions etc.)
- Muscular fitness (e.g. using validated/recognized protocols such as abdominal curls/sit-up test, press-up test etc.)

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

There must be evidence that a learner has planned a programme using Cardiovascular Machines.

Learners must also show planning for of a minimum of two of the following cardiovascular approaches to training:

- Interval
- Fartlek
- Continuous

There must be evidence that a learner has planned a programme using the following types of equipment:

- Resistance Machines
- Free Weights; including barbells and dumbbells and cables where available

Learners must show planning using different resistance machines and free weights, in a minimum of four of the following resistance approaches to training:

- Pyramid systems
- Super-setting
- Giant sets
- Tri sets
- Forced repetitions
- Pre / post exhaust
- Negative / eccentric training
- Muscular Strength Endurance / muscular fitness

There must be evidence that a learner has planned a programme to include a minimum of one core stability exercise (e.g. an exercise to improve muscles associated with stabilisation (local) and mobilisation (global)).

Learners must provide evidence that they have planned a progressive programme for a client ensuring effective integration of all exercises and physical activities to allow clients to achieve short, medium and long term goals. They should demonstrate their ability to review client progress and make any necessary adaptations to the programme where goals are not being achieved or new goals are identified.

Learners must provide evidence that they have planned a progressive programme for a client ensuring effective integration of all exercises and physical activities to allow clients to achieve short, medium and long term goals.

There must also be evidence that the learner's work has met the requirements listed 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Six types of information
- Two types of clients
- Four types of methods
- Three types of goals
- Four types of exercises/physical activities

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is allowed for 2.7, if there is no naturally occurring evidence available.

Use of supplementary evidence

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Learners should be able to identify the bones, joints and major muscles listed on pages 62-64

Deliver exercise and physical activity as part of a personal training programme

Evidence of real work activity

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

There must be evidence that a learner has instructed participants in the use of Cardiovascular Machines

Learners must also show instructing of a minimum of two of the following cardiovascular approaches to training:

- Interval
- Fartlek
- Continuous

There must be evidence that a learner has instructed participants in the use of the following types of equipment:

- Resistance Machines
- Free Weights; including barbells and dumbbells and cables where available

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

Learners must also show instructing using different resistance machines and free weights, in a minimum of four of the following resistance approaches to training:

- Pyramid systems
- Super-setting
- Giant sets
- Tri sets
- Forced repetitions
- Pre / post exhaust
- Negative / eccentric training
- Muscular Strength Endurance / muscular fitness

N.B. the number of machines/items of equipment will depend upon the learners plan but the minimum number of training approaches must be adhered to.

There must be evidence that a learner has instructed participants in a minimum of one core stability exercise (e.g. an exercise to improve muscles associated with stabilisation (local) and mobilisation (global)).

There must also be evidence that the learner's work has met the requirements listed 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Three types of clients
- Two type of resources
- Four types of exercises
- Five types of goals
- Two types of environments

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Learners should be able to identify the bones, joints and major muscles listed on pages 62-64

Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme

Evidence of real work activity

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

Learners must provide evidence of their ability to apply the principles of nutrition to a physical activity programme by collecting and analysing appropriate information and agreeing nutritional goals with clients that are compatible with the analysis, accepted good practice and national guidelines.

There must also be evidence that the learner's work has met the requirements listed 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Seven types of information
- Two types of clients
- Two types of goals

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective

accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

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

Use of supplementary evidence

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Plan, market and sell services in active leisure

Evidence of real work activity

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

There must also be evidence that the learner's work has met the requirements listed 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Two types of market
- Two types of ways to reach potential clients
- Two types of ways to present your services
- Two types of information

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective

accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Explanation and examples of terms

Casualty

The person who has suffered the injury or illness

Controlling risk

Taking action to reduce the risk of a hazard actually causing harm – for example, following correct procedures putting up warning signs when cleaning, removing an unsafe piece of equipment from use or carefully supervising a splash pool

Emergency

Depending on the type of workplace, any situation that creates a serious threat to the health and safety of participants, public or members of staff and requires immediate

action – for example, drowning, fires, threatening behaviour, missing persons, chemical leaks, etc.

Emergency services

The ambulance, police, fire service, or coastguards

Facility

For example, the buildings and outdoor areas used for sport or activities

Hazard

Something that could cause harm to yourself, colleagues, customers or members of the public, for example, lifting and moving heavy equipment, activity equipment being left unattended, wet floors, trailing cables etc.

Hazardous substances

For example, cleaning agents, pool chemicals, fuel, oil etc.

Risk

Risk is the likelihood of a hazard actually causing harm; for example a trailing cable is a hazard; if it is lying across a corridor, the risk of an accident occurring is great; if it lies along the wall out of the way of people using the corridor, the risk of an accident is much less.

Health and safety requirements

Legal requirements such as the Health and Safety at Work Act, Control of Substances Hazardous to Health or Manual Handling regulations, Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR), the Activity Centres (Young Persons' Safety) Act, manufacturers' guidelines and instructions for the use of equipment or Substances etc.

Other people involved

These may be other members of staff or other customers/participants and members of the public apart from the casualty

People with particular needs

For example, people with disabilities or medical conditions which may mean they need special attention following accidents and emergencies

Qualified assistance

Someone who has a recognised first aid qualification or the emergency services

Security breaches

For example, doors which should be locked, being left open, suspicious strangers etc.

Situations likely to cause emotional distress

For example, bullying or intimidation

Unsafe behaviour

For example, diving into the shallow end of a pool, breaking the ground rules for an activity, vandalism

Level 3 Diploma in Personal Training NVQ anatomy

Bones

Axial Skeleton

- Cranium
- Cervical Vertebrae
- Thoracic Vertebrae
- Lumbar Vertebrae
- Sacral Vertebrae
- Sternum
- Ribs
- Coccyx

Appendicular Skeleton

- Scapula
- Clavicle
- Humerus
- Ulna
- Radius
- Carpals
- Metacarpals
- Phalanges
- Ilium
- Ischium

- Pubis
- Femur
- Patella
- Tibia
- Fibula
- Tarsals
- Calcaneus
- Metatarsals

Joints

As level 2 plus:

- Synovial
- Condylod / Ellipsoid
- Saddle

Major Muscles (building on Level 2)

- Rotator Cuff
 - Teres minor,
 - Supraspinatus
 - Subscapularis
 - Infraspinatus
- Shoulder Girdle
 - Levator Scapulae
 - Pectoralis Minor
 - Serratus Anterior
 - Trapezius
 - Rhomboids major/minor
 - Teres Major
- Spinal Extensors
 - Erector Spinae: Iliocostalis, Longissimus, Spinalis
 - Multifidus
 - Quadratus Lumborum
- Hip Flexors (Iliopsoas)
 - Iliacus
 - Psoas Major

- Adductors
 - Magnus,
 - Brevis,
 - Longus,
 - Pectinius,
 - Gracilis,
 - Sartorius

- Abductors
 - Gluteus Medius,
 - Gluteus Minimus,
 - Piriformis,
 - Tensor Fascia Latae

- Abdominals
 - Internal and external Obliques,
 - Transverse abdominis

- Quadriceps
 - Rectus Femoris
 - Vastus Lateralis
 - Vastus Medialis
 - Vastus Intermedius

- Hamstrings
 - Semitendinosus
 - Semimembranosus
 - Biceps Femoris

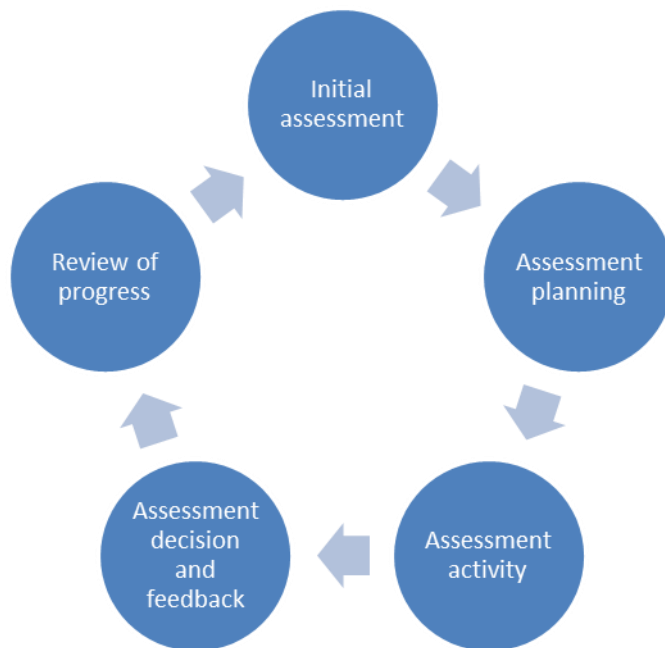
APPENDIX C: Assessment Best Practice

The assessment process

The assessment process is a systematic procedure which should be followed to give learners a positive experience. This can be achieved by following the assessment cycle. The cycle will continue until all aspects of the qualification have been achieved by your learner(s).

Throughout the cycle, standardisation of assessment practice between assessors should take place; this will ensure consistency and fairness of decisions and that all assessors interpret the requirements in the same way. Internal Quality Assurance will also take place throughout the cycle as part of your Centre's internal quality assurance arrangements.

The assessment cycle



Initial assessment

The assessor must ascertain if the learner has any previous knowledge and/or experience of the subject/topic/unit to be assessed. This information can be obtained through application forms, interviews or professional discussions. The results

of the initial assessment will give you vital information regarding your learners which you may be able to use within the assessment process for example claiming exemptions, equivalences, credit transfer or Recognition of Prior Learning (RPL). It will also give you vital information if your learner requires further training or any additional support they may need. This process might not always be carried out by the assessor, but the information obtained must be passed onto the assessor in order for them to effectively move onto the next stage of the assessment cycle and plan the learner assessment. Initial assessment is known as assessment for learning, as it helps prepare learners for assessment and identifies their potential.

Assessment planning

Assessment planning should be short and medium/long term, to allow for both formative and summative assessment to take place. Inclusion of your learner(s) in the planning process will help identify what they have learnt, how and when they will be assessed and will allow for communication to take place to clarify any points or concerns.

Assessment activity

The assessor must use relevant methods, approaches and activities for example observation, questioning, assignments or gathering appropriate evidence of competence. Assessment can be formative (usually ongoing and to check progress) and summative (usually at the end, that fully achieves the assessment criteria and fully concludes the assessment cycle).

Assessment decision and feedback

The assessor makes a judgement of success or otherwise, giving constructive feedback and agreeing further action that may be necessary. Records of what was assessed and the decisions made should always be maintained.

Review of progress

The assessor reviews the progress and achievement with the learner, discussing any other issues that may be relevant to the learning and assessment process. Within this session, the assessor will naturally start the assessment cycle again, by identifying what is the next stage in the assessment of the qualification, how the learner will achieve this and then planning the assessment.

Records should be maintained throughout all aspects of the assessment cycle and internal quality assurance activities should take place on an ongoing basis.

Exemptions, equivalences, credit transfer and RPL

With the introduction of the RQF it now enables learners to avoid duplication of learning and assessment through equivalences or exemptions as follows:

- For achievements within the RQF it is possible to transfer credit (equivalence)
- Individuals with certificated achievements outside the RQF can claim exemption from the requirement to achieve credits for designated units
- If a learner has previously achieved the same unit through another awarding organisation, this will be classed as a credit transfer.

In all these cases as the learner has already had their achievement recognised, and will have received a certificate to confirm this, their achievement towards this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and **MUST NOT** be allocated any credit achievement.

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Therefore the learner is either awarded the unit or can progress straight to assessment without the need for delivery. This will show as a unit achievement on the certificate. For any learner who has previously achieved units that have been approved as Exemptions, Equivalences, and Credit Transfer or will be achieved through RPL it is your responsibility to inform Focus Awards at registration, through the use of the registration excel spread sheet.

The claim must first of all be made to your Centre and it is your responsibility to make the initial consideration – if you are in any doubt you should request advice/clarification from Focus Awards. Upon authorising the request, you must ensure that appropriate evidence and documentation is reviewed, maintained and made available to Focus Awards staff as required.

Guidance for Tutors, Assessors and IQA's

All Tutor's, Assessors and IQA' should:

Possess a discipline specific qualification equivalent to the Level 2 NVQ in Active Leisure, Learning and Well-Being Operational Services (RQF)

- Have knowledge of and a commitment to the Exercise and Fitness Code of Ethical Practice

- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years

Desirable Criteria

- All Assessors and IQA's should be registered with the Register of Exercise Professionals

Requirements for Tutors:

Tutors should hold, or be working towards a teaching qualification. The following are acceptable:

- Preparing to Teach in the Lifelong Learning Sector (PTTLS);
- Certificate in Teaching in the Lifelong Learning Sector (CTTLS);
- Diploma in Teaching in the Lifelong Learning Sector (DTTLS);
- Level 3 Award in Education and Training;
- Level 4 Certificate in Education and Training;
- Level 5 Diploma in Education and Training.

Focus Awards will consider other teaching qualifications upon submission.

Tutors must also be able to show the following:

- Relevant technical/occupational competency in the disciplines/units they wish to teach.

Requirements for assessors:

Assessors should hold or be working towards the following:

- D32/D33;
- A1 qualification;
- Level 3 Award in Assessing Vocational Achievement;
- Level 3 Award in Assessing Competence in the Work Environment;
- Level 3 Certificate in Assessing Vocationally Related Achievement;
- Show relevant technical/occupational competency in the disciplines/units they wish to assess.

Please note – trainee assessors will require their decisions to be countersigned by a suitably qualified assessor.

Requirements for Internal Quality Assurers (IQA):

IQAs should hold or be working towards either of the following:

- D34;

- V1 qualification;
- Level 4 Award in the Internal Quality Assurance of Assessment

Processes and Practice;

- Show relevant technical/occupational competency in the disciplines/units they wish to verify.

Please note – trainee IQAs will require their decisions to be countersigned by a suitably qualified IQA.

Guided learning hours

The guided learning hours figure gives the minimum amount of time required to 'deliver' the programme, and includes all times when a member of staff is present to give specific guidance towards learning aims/outcomes, as well as other structured learning time such as directed assignments, supported individual study or practice and assessments. It does not include time spent on learner-initiated work; or time spent by tutors marking assignments where the learner is not present.

Assessment

Assessment practices must reflect the Equality and Diversity Policy of Focus Awards and reasonable adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying reasonable adjustments.

Assessment must meet fully all learning outcomes and assessment criteria as described in the qualification specification / assessment strategy; although the method of assessment may sometimes be adjusted to cater for learners requiring alternative assessment methods. The qualification assessment strategy provides detailed assessment and evidence requirements.

Consistency of assessment decisions

The consistency of assessment decisions, across learners, sites and assessors, is of primary importance in assuring the quality of assessment within a Centre. Focus Awards ensures that the following mechanisms are in place to assist this:

- Assessors are qualified or working towards current assessor standards:
- Level 3 Award in Assessing Vocational Achievement or Level 3 Award in Assessing Competence in the Work Environment. Note: D32/33 and A1 is also acceptable;

- Assessors have relevant subject competency in the units that they wish to assess;
- Assessors are observed assessing by qualified IQAs at least once per year;
- Standardisation exercises are carried out within the Centre;
- Focus Awards issue 'Assessment Guidance' documentation for each qualification;
- Centre training days run by Focus Awards include assessment best practice;
- External quality assurance is carried out at least twice per year in each Centre by trained and qualified EQAs.

Judging authenticity

- Assessors must ensure that the evidence provided by learners is valid, current, sufficient, reliable and authentic;
- Trainers/assessors should ensure that learners sign a declaration that their work is authentic i.e. their 'own unaided work';
- You must implement a Record of Achievement document to record how the learning outcomes and assessment criteria has been sufficiently covered. By 'signing off' learners' evidence using this document the assessors and IQAs are confirming that the assessment evidence submitted by the learner is authentic and their own unaided work and it is sufficient to meet the stated learning outcomes and assessment criteria.
- Where there is suspicion that the work may not be authentic, the assessor should carry out checks to ascertain its authenticity. For example, oral questioning to check that the learner's knowledge matches the evidence provided.
- Evidence which is deemed to be inauthentic should not be accepted.

Guidance on re-submission of learner assessment

- There is no limit to the number of times that work may be resubmitted by the learner for assessment;
- However, you may wish to operate your own systems and policies for additional support/advice which may be given to learners who have been unsuccessful on a number of occasions;
- There is no limit to the number of times that assessments may be redrafted by the learner prior to assessment;
- Assessors/tutors may offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly, however, assessors/tutors must not give learners, or lead them to, the correct answers;
- Assessors/tutors should not add to learners' answers in worksheets, etc... where they do not fully meet the required standard. Rather the learner should be asked to add to their answers themselves until they demonstrate competence.

Use of language and stimulus materials

It is your responsibility as a Centre to provide your learners with suitable resources and assessment materials to support them in their learning journey. Resources and assessment materials and the language used within these should be suitable and appropriate to their needs. They are only appropriate if they:

- enable learners to demonstrate their level of attainment;
- require knowledge, skills and understanding which are required for the qualification;
- are clear and unambiguous (unless ambiguity forms part of the assessment) and
- are not likely to cause unnecessary offence to learners.

The use of these materials will be reviewed during Centre EQA monitoring visits and in considering whether language and stimulus materials for learning and assessment are appropriate, an EQA will take into account the following:

- the age of learners who may reasonably be expected to take the qualification;
- the level of the qualification;
- the objective of the qualification;
- the knowledge, skills and understanding assessed for the qualification;
- it contains language or content which could lead a group of learners who share a common attribute or circumstance to experience – because of that attribute or circumstance – an unreasonable disadvantage in the level of attainment that they are able to demonstrate in the assessment.

Please note that for the creation of manuals or text books, you must show how each of the learning outcomes has been covered and for assessment materials you must adopt an evidence referencing system to show how each of the assessment criteria has been covered.

APPENDIX D: Guidance on observed assessments

Assessment briefing

When carrying out a planned observed assessment, it is essential that the assessor carries out a briefing prior to the assessment. The assessment briefing should cover the following information:

- Where the assessment will take place;
- How the assessment will be conducted;
- What the student is expected to present in terms of performance evidence;
- Any documentation which forms part of the assessment;
- When questioning and feedback will take place;
- What to do if there is a disagreement with the assessment decision (appeals procedure);
- The assessor should also use this time to let students ask questions or seek clarification on anything relating to the planned assessment. Others involved in the assessment process should be part of the assessment briefing.

The assessment briefing is usually carried out in a group situation and then the assessor will briefly confirm the process with each individual before the assessment commences.

Observing the learner

Observation is the main method of assessing practical competence and involves the assessor watching the student carry out the planned tasks. When carrying out an observed assessment, the assessor should adhere to the following guidelines:

- Involve the student;
- Complete an adequate briefing;
- Use an assessment checklist;
- Ensure good observational position enabling you to see/hear appropriately;
- Avoid becoming involved in the assessment process except in instances of health or safety or when 'moving on';
- When 'moving on', stick to the phrase 'thank you, can you move onto the next exercise please'. Avoid using phrases such as 'that's great' or 'well done' – this could give an indication of performance;
- Ensure sufficient time is planned to give immediate feedback after the assessment;

- Use a method of recording the observation that is as unobtrusive as possible. Rustling papers can prove disruptive in a quiet environment where people are concentrating on what is being assessed;
- Be seen to be observing, never eat, talk to other people, text on a mobile phone or any other such action which will distract from your observation;
- Avoid using positive/negative body language – this could give an indication of performance.

Suggested stages of an observation for Focus Awards Level 3 NVQ Diploma in Personal Training (RQF)

- **Step 1**
Initial Learner briefing
- **Step 2**
Direct Observation
- **Step 3**
Learner/Client Feedback
- **Step 4**
Learner Evaluation with client (15 minutes minimum)
- **Step 5**
Assessor Questions (open and non-leading)
- **Step 6**
Assessor Decision (pass/refer)
- **Step 7**
Assessor Feedback (constructive, concise and relevant to performance criteria, written and verbal)

Questioning to Assess Knowledge and Understanding

- It is easy to infer a level of understanding by what we see during observation and so it is essential that we question learners if we are ever in doubt about underpinning knowledge;
- However, a question should not be asked if the assessor does not see a particular PC.
- Questions can be divided into two categories:
 - Open questions start with the words, 'How?', 'What?', 'When?', 'Where?', 'Why?' and 'Who?' - these words act as prompts to give the students the opportunity to respond fully in their own words.

- Closed questions enable the students to respond with a simple 'Yes' or 'No' response. For example, "Would you ask a participant to keep the back straight when lifting weights from the floor?".
- Assessors should always use open questions when assessing underpinning knowledge
- It is a Focus Awards requirement that all questions asked during assessment are recorded together with learner responses. These must be written out in full and signed and dated by both the learner and assessor.
- It is unacceptable to write next to a question "learner answered correctly". If there was an appeal against your assessment decision, then there should be a clearly auditable trail of evidence which shows the question that was asked and the learner response.

Non-Leading Questions

Assessors should be careful not to use questions that could lead the learners by giving him or her a clue to the right answer. They should also be aware of any preferences or opinions they might hold that could affect the way they ask questions. It is just as easy to lead the learner by the tone or inflection of the voice or by some facial expression or body movement.

Examples of leading questions would be:

- *"Your participant seemed to be out of breath on the CV section of your workout, do you think you could have brought the intensity down for her?"*
- *"Are the deltoids worked in a bench press as well as the pectorals and triceps?"*

Feedback

'Structured information that one person offers to another, about the impact of their actions or behaviour'.

- Feedback following assessment should relate specifically to what has been assessed and how the evidence presented meets, or does not fully meet the criteria being assessed.
- Feedback should not include your opinion nor should it be a criticism.
- Criticism is one person's judgement of another person, or their work. Criticism is likely to make someone feel devalued or angry; and does nothing to boost self-confidence. It does not help a person to solve the problem. It shows that you dismiss, reject or disapprove, and is unlikely to lead to the result you intended. You will get a result - but it may be a worse situation or a backlash.
- Effective feedback should be a two way process, involving the learner at all times.

Appendix E: Example Assessment Plan

Assessor name:

Learner name:

Date:

| Date and timings of planned assessment | Unit/s and/or learning outcome/s to be assessed | What is to be assessed? Describe the activity or process you will observe or the product to be produced. | Assessment Method (Please see key below) | Date assessment completed |
|--|---|---|---|---------------------------|
| | | | | |

I confirm that the assessment process, the activity and evidence to be generated has been fully explained to me:

Signed by Learner:

Date:.....

OQ - Oral Questioning, **O** – Observation, **WT** - Witness Testimony, **S** - Simulation, **PD** - Professional Discussion, **WQ** - Written Questions, **A** - Assignment/Project, **WP** - Work Project, **CS** - Case Study, **RA** – Reflective Account, **RPL** – Recognition of prior learning

Professional Discussion

| | |
|---|--------------------------|
| Learner name: | |
| Assessor name: | |
| Date: | |
| Assessment criteria / topic of discussion: | Learner response: |
| | |
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| | | | |
|--|--|--------------|--|
| Assessor signature: | | Date: | |
| Learners signature: | | Date: | |
| Internal quality assurer signature: | | Date: | |

Assessor Question Sheet

Qualification:

Unit:

| Assessor question | Learner response | Assessment criteria covered |
|-------------------|------------------|-----------------------------|
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|--|--|--------------|--|
| Assessor signature: | | Date: | |
| Learners signature: | | Date: | |
| Internal quality assurer signature: | | Date: | |

Assessor Feedback Sheet

Qualification:

Unit(s):

| Performance criteria / assessment criteria | Assessor feedback |
|--|-------------------|
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|--|--|--------------|--|
| Assessor signature: | | Date: | |
| Learners signature: | | Date: | |
| Internal quality assurer signature: | | Date: | |

Learner Assessment Record

| Evidence | Date Achieved | Assessor signature | Learner Signature |
|----------|---------------|--------------------|-------------------|
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Evidence Record Sheet

Qualification:

Unit:

| | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Learning outcome | | | | | | | | | | | | | | | | | | | | |
| Evidence | | | | | | | | | | | | | | | | | | | | |
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I confirm that the evidence provided is a result of my own work:

Signature of learner:

Date:

I confirm that the learner has demonstrated competence by satisfying all of the learning outcomes and assessment criteria for this unit:

Signature of assessor:

Date:

Signature of IQA:

Date: