



Qualification  
Guidance  
Syllabus

# Level 2 Diploma in Fitness Instructing, Sales and Business Skills

Qualification  
Accreditation Number:  
**601/6069/X**  
Version AIQ005045

**Active iQ**

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# Active IQ Level 2 Diploma in Fitness Instructing, Sales and Business Skills

**Qualification accreditation no:** 601/6069/X

## Introduction

The Active IQ Diploma in Fitness Instructing, Sales and Business Skills is at Level 2 on the Regulated Qualifications Framework . Successful completion of this qualification will allow access to REPs at Level 2 and, depending on the pathway/optional units chosen, may give access to Level 3 or additional categories.

**Guided learning hours: 467**

**Total Qualification Time: 730**

**Credit: 73**

<b>Minimum credit to be achieved at or above the level of the qualification:</b>	37
<b>Requirement other than the award of credit which needs to be met before the qualification is awarded:</b>	None
<b>Exemptions:</b>	None

## Entry requirements

- There are no specific entry requirements.
- The course requires physical exertion and individual participation is essential, so a degree of physical fitness is necessary.
- There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at level 2.

## Qualification outline

### Target learners:

- Learners aged 16+.
- Those considering a career as a fitness instructor and/or personal trainer.
- Please note that 16-18-year-olds may need to be supervised in the workplace once they have achieved the qualification.

### Aim:

- To provide learners with the essential knowledge and skills required by those who wish to pursue a career as a fitness instructor and/or personal trainer.
- To give learners the opportunity to gain a nationally accredited qualification which provides the essential knowledge, skills and personal qualities required for an occupation in the health and fitness sector.

## **Progression:**

- This qualification provides progression to:
  - Active IQ Level 3 Diploma in Health and Fitness .
  - Active IQ Level 3 Diploma in Exercise Referral .
  - Active IQ Level 3 Diploma in Teaching Yoga.
- This qualification also provides progression to competency-based qualifications such as the Active IQ Level 2 NVQ Diploma in Exercise and Fitness and the Active IQ Level 3 NVQ Diploma in Personal Training .
- Learners could also broaden their knowledge and skills by progressing to other Active IQ qualifications.

## **Links to National Occupational Standards**

This qualification has direct links to a number of National Occupational Standards suites in the Active Leisure Sector:

- Activity Leadership.
- Instructing Exercise and Fitness.
- Instructing Physical Activity and Exercise.
- Sports Massage.

## **Occupational competence statements for tutoring, assessing and verifying**

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

## **Tutors, assessors and internal verifiers**

### **Required criteria**

All tutors, assessors and verifiers must:

- Possess a discipline-specific qualification equivalent to the qualification being taught.
- Have relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continued professional development during the last two years.

## **Tutors**

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

The following are acceptable:

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

## **Assessors**

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

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

## **Internal verifiers**

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

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

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

## Qualification structure

The learner must achieve a minimum of 32 credits from Mandatory Group A and at least 1 optional pairing from Group B, C, D or E.

The additional **41 credits** can come from a number of optional units, including Groups B, C, D and E. In total, **73** credits are required to achieve the qualification.

A minimum of 37 credits must be achieved at Level 2.

## Mandatory

### Group A – Fitness Instructing – Core

Learners must achieve all 7 units (23 credits) from Group A together with 1 or more of the optional pairings in Groups B, C, D or E (minimum of 9 credits).

Unit		Unit accreditation number	Level	Credit
1	Anatomy and physiology for exercise	H/600/9013	2	6
2	Know how to support clients who take part in exercise and physical activity	M/600/9015	2	2
3	Health, safety and welfare in a fitness environment	T/600/9016	2	2
4	Principles of exercise, fitness and health	A/600/9017	2	4
5	Improving your business skills	F/503/1798	3	2
6	Understanding sales techniques and processes	A/502/8205	2	5
7	Understanding sales targets	L/502/8208	2	2

Learners must choose at least one optional pairing from Group B, C, D or E (9-11 credits)

### Group B – Fitness Instructing – Gym

Units 8 & 9 must be taken together.

Unit		Unit accreditation number	Level	Credit
8	Planning gym-based exercise	F/600/9018	2	4
9	Instructing gym-based exercise	A/600/9020	2	6

### Group C – Fitness Instructing – Exercise to Music

Units 10 & 11 must be taken together.

Unit		Unit accreditation number	Level	Credit
10	Planning group exercise to music sessions	F/600/9021	2	4
11	Instructing group exercise to music	J/600/9022	2	6

### Group D – Fitness Instructing – Aqua

Units 12 & 13 must be taken together.

Unit		Unit accreditation number	Level	Credit
12	Planning water-based exercise	L/600/9023	2	5
13	Instructing water-based exercise	R/600/9024	2	6

### Group E – Fitness Instructing – Children

Units 14 & 15 must be taken together.

Unit		Unit accreditation number	Level	Credit
14	Planning health-related exercise and physical activity for children	A/600/9048	2	3
15	Instructing health-related exercise and physical activity for children	T/600/9050	2	6

## Optional units

The additional **41 credits** can come from a number of optional units, including Groups B, C, D and E. In total, **73** credits are required to achieve the qualification.

A minimum of 7 credits must be achieved at Level 2 from the optional units.

### Group F – Fitness Instructing – Studio Cycling

Units 16 & 17 must be taken together.

Unit		Unit accreditation number	Level	Credit
16	Planning a studio cycling session	R/503/0106	2	2
17	Instructing a studio cycling session	D/503/0108	2	2

### Group G – Fitness Instructing – Circuits

Units 18 & 19 must be taken together.

Unit		Unit accreditation number	Level	Credit
18	Planning a circuit training session	Y/502/5702	2	2
19	Instructing a circuit training session	H/502/5704	2	3

### Group H – Fitness Instructing – Adolescents

Unit 20 must be taken with unit 21 and/or unit 22.

Unit		Unit accreditation number	Level	Credit
20	Development of adolescents in relation to fitness instruction	R/600/2588	2	3
21	Principles of adapting gym instruction for adolescents	L/600/2590	2	1
22	Principles of adapting group exercise for adolescents	Y/600/2592	2	1

### Group I – Fitness Instructing – Delivering Physical Activities to Children Under 5

Units 23-26 must be taken together and unit 27 can be taken if required.

Unit		Unit accreditation number	Level	Credit
23	Planning physical play activities for children under 5	H/504/1787	2	4
24	Delivering physical play activities for children under 5	K/504/1788	2	3
25	Understanding the core knowledge needed by those who work with children and young people	T/502/7537	2	3
26	Promoting healthy lifestyles to families	M/504/1789	2	3
27	Child behaviour management	R/506/5874	2	3



### Group J – Fitness Instructing – Kettlebells

Units 28 & 29 must be taken together.

Unit		Unit accreditation number	Level	Credit
28	Planning a kettlebell exercise session	F/503/6614	2	2
29	Instructing a kettlebell exercise session	J/503/6615	2	2

### Group K – Fitness Instructing – Suspended Movement Training

Units 30 & 31 must be taken together.

Unit		Unit accreditation number	Level	Credit
30	Planning a suspended movement training exercise session	R/505/5345	2	2
31	Instructing a suspended movement training exercise session	Y/505/5346	2	2

### Group L – Personal Training

Units 32-35 must be taken together.

Unit		Unit accreditation number	Level	Credit
32	Anatomy and physiology for exercise and health	A/600/9051	3	6
33	Applying the principles of nutrition to a physical activity programme	L/600/9054	3	6
34	Programming personal training with clients	F/600/9052	3	7
35	Delivering personal training sessions	J/600/9053	3	9

### Group M – Nutrition

Unit		Unit accreditation number	Level	Credit
36	Understanding nutrition, performance and healthy eating	F/504/4485	2	3
37	Applying the principles of nutrition to a physical activity programme	L/600/9054	3	6

### Group N – Pilates

Units 38-41 must be taken together.

Unit		Unit accreditation number	Level	Credit
38	Anatomy and physiology for exercise and health	A/600/9051	3	6
39	Principles of Pilates matwork	D/602/5324	3	4
40	Programming Pilates matwork	H/602/5325	3	9
41	Instructing Pilates matwork	K/602/5326	3	10

## Group O – Fitness Instructing – Pre and Postnatal

Units 42 & 43 must be taken together.

Unit		Unit accreditation number	Level	Credit
42	Physical activity and health considerations for the pre and postnatal client	K/600/2595	3	2
43	Design and implement exercise programmes for the pre and postnatal client	M/600/2596	3	3

## Group P – Fitness Instructing – Older Adult

Units 44 & 45 must be taken together.

Unit		Unit accreditation number	Level	Credit
44	Physical activity and health considerations for the older adult	H/504/3555	3	3
45	Designing and adapting exercise programmes for the older adult	K/504/3556	3	3

## Group Q – Working with Communities

Unit		Unit accreditation number	Level	Credit
46	Working with communities to promote and support active, healthy lifestyles	J/505/1065	2	3
47	Alcohol awareness	R/504/8282	2	3
48	Smoking awareness and cessation	J/505/2930	2	2
49	Facilitating behaviour change for health and wellbeing	Y/505/2933	3	5
50	Safeguarding and protecting children and young people	T/506/6967	2	2
51	Supporting equality and diversity	M/506/6966	2	2

## Group R – Employability and Self-Development

Unit		Unit accreditation number	Level	Credit
52	Employability and career opportunities in the active leisure and learning sector	J/506/6326	1	3
53	Applying for an employment opportunity in the active leisure and learning sector	F/506/6325	1	3
54	Preparing for an interview	A/506/6324	1	3
55	Developing self in an active leisure job role	Y/503/0737	2	1

### Group S – Activity Leadership

Units 56-58 must be taken together.

Unit		Unit accreditation number	Level	Credit
56	Promoting healthy lifestyles and physical activity	A/506/5884	2	4
57	Planning an activity session	F/506/5885	2	5
58	Delivering an activity session	J/506/5886	2	6

### Group T – Sports Massage

Units 59-62 must be taken together.

Unit		Unit accreditation number	Level	Credit
59	Anatomy and physiology for sports massage	J/506/7220	3	10
60	Understand the principles of soft tissue dysfunction	Y/506/7223	3	3
61	Professional practice in sports massage	D/506/7224	3	5
62	Sports massage treatments	T/506/7228	3	16

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the structure and function of the circulatory system	1.1 Identify the location of the heart 1.2 Describe the function of the heart 1.3 Describe the structure of the heart 1.4 Describe how blood moves through the four chambers of the heart 1.5 Describe systemic and pulmonary circulation 1.6 Describe the structure and functions of blood vessels 1.7 Define blood pressure 1.8 Identify blood pressure classifications
2. Understand the structure and function of the respiratory system	2.1 Identify the location of the lungs 2.2 Describe the function of the lungs 2.3 Describe the structure of the lungs 2.4 Identify the main muscles involved in breathing 2.5 Describe the passage of air through the respiratory tract 2.6 Describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs
3. Understand the structure and function of the skeleton	3.1 Describe the basic functions of the skeleton 3.2 Identify the structures of the axial skeleton 3.3 Identify the structures of the appendicular skeleton 3.4 Explain the classification of bones 3.5 Explain the structure of long bone 3.6 Explain the stages of bone growth 3.7 Describe posture in terms of: <ul style="list-style-type: none"> <li>• curves of the spine</li> <li>• neutral spine alignment</li> <li>• potential ranges of motion of the spine</li> <li>• postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy</li> </ul>
4. Understand joints in the skeleton	4.1 Describe the classification of joints 4.2 Describe the structure of synovial joints 4.3 Describe the types of synovial joints and their range of motion 4.4 Describe joint movement potential and joint actions

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
5. Understand the muscular system	5.1 Identify the three types of muscle tissue 5.2 Define the characteristics and functions of the three types of muscle 5.3 Describe the basic structure of skeletal muscle 5.4 Name and locate the anterior skeletal muscles 5.5 Name and locate the posterior skeletal muscles 5.6 Describe the structure and function of the pelvic floor muscles 5.7 Describe the different types of muscle action 5.8 Identify the joint actions brought about by specific muscle groups 5.9 Identify skeletal muscle fibre types and their characteristics
6. Understand the life-course of the musculoskeletal system and its implications for special populations exercise	6.1 Describe the life-course of the musculoskeletal system, including relevant tendon, ligament, muscle, joint and bone mineral density changes, and their implications for exercise, plus specific implications for working with: <ul style="list-style-type: none"> <li>• young people in the 14-16 age range</li> <li>• antenatal and postnatal women</li> <li>• older people (50 plus)</li> </ul>
7. Understand energy systems and their relation to exercise	7.1 Describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate 7.2 Explain the use of the three energy systems during aerobic and anaerobic exercise
8. Understand the nervous system and its relation to exercise	8.1 Describe the role and functions of the nervous system 8.2 Describe the principles of muscle contraction 8.3 Describe the 'all or none law'/motor unit recruitment 8.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness
<b>Assessment</b>	Theory paper

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand how to form effective working relationships with clients</p>	<p>1.1 Explain why it's important to form effective working relationships with clients</p> <p>1.2 Explain why it's important to present oneself and the organisation positively to clients</p> <p>1.3 Describe how different communication skills can be used to assist clients with motivation</p> <p>1.4 Explain the importance of valuing equality and diversity when working with clients</p>
<p>2. Understand how to address barriers to exercise/physical activity that clients experience</p>	<p>2.1 Identify the typical barriers to exercise/physical activity that clients experience</p> <p>2.2 Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence</p> <p>2.3 Describe different incentives and rewards that can strengthen clients' motivation and adherence</p> <p>2.4 Describe different strategies that can help clients overcome typical barriers to exercise/physical activity</p>
<p>3. Understand how to support clients to adhere to exercise/physical activity</p>	<p>3.1 Explain why it is important for a client to take personal responsibility for their own fitness and motivation</p> <p>3.2 Describe how to assist clients to develop their own strategy for motivation and adherence</p> <p>3.3 Identify different behaviour change approaches/strategies to encourage adherence to exercise/physical activity</p> <p>3.4 Describe how to set short, medium and long term SMART goals</p> <p>3.5 Describe how to review and revise short, medium and long term SMART goals</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Understand how to provide ongoing customer service to clients	4.1 Explain the importance of client care both for the client and the organisation 4.2 Explain why it is important to deal with clients' needs to their satisfaction 4.3 Identify where to source relevant and appropriate information to meet clients' needs 4.4 Explain the importance of dealing with any delay in meeting clients' needs timely and effectively 4.5 Give examples of how to exceed customer expectations, when appropriate 4.6 Explain the importance of handling client complaints positively following an organisation's procedure
<b>Assessment</b>	Client interview Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand emergency procedures in a fitness environment	1.1 Identify the types of emergencies that may occur in a fitness environment 1.2 Describe the roles that different staff and external services play during an emergency 1.3 Explain the importance of following emergency procedures calmly and correctly 1.4 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people
2. Understand health and safety requirements in a fitness environment	2.1 Outline why health and safety is important in a fitness environment 2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment 2.3 Describe Duty of Care and professional role boundaries in relation to special population groups 2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation 2.5 Describe the types of security procedures that may apply in a fitness environment 2.6 Describe the key health and safety documents that are relevant in a fitness environment
3. Understand how to control risks in a fitness environment	3.1 Identify possible hazards in a fitness environment, relating to: <ul style="list-style-type: none"> <li>• facilities</li> <li>• equipment</li> <li>• working practices, including lifting and handling of equipment</li> <li>• client behaviour</li> <li>• security</li> <li>• hygiene</li> </ul> 3.2 Describe how to risk assess the types of possible hazards in a fitness environment 3.3 Describe how to control risks associated with hazards in a fitness environment 3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Understand how to safeguard children and vulnerable adults	4.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults 4.2 Describe the responsibilities and limitations of a fitness instructor with regard to safeguarding children and vulnerable adults 4.3 Identify the types of abuse which an instructor may encounter: <ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• neglect</li> <li>• bullying</li> <li>• sexual</li> </ul> 4.4 Identify possible signs of abuse: physical, emotional, neglect, bullying and sexual 4.5 Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures 4.6 Describe the procedures to follow to protect oneself from accusations of abuse 4.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults 4.8 Explain when it may be necessary to contact statutory agencies 4.9 Describe how to maintain the confidentiality of information relating to possible abuse
<b>Assessment</b>	Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the 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"> <li>• specificity</li> <li>• progressive overload</li> <li>• reversibility</li> <li>• adaptability</li> <li>• individuality</li> <li>• recovery time</li> </ul> 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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
4. Understand the exercise contraindications and key safety guidelines for special populations	4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus) 4.2 Describe the exercise contraindications and key safety guidelines for working with ante-natal and post-natal clients 4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16) 4.4 Describe the key safety considerations for working with disabled people
5. Understand how to safely monitor exercise intensity	5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including: <ul style="list-style-type: none"> <li>• the talk test</li> <li>• Rate of Perceived Exertion (RPE)</li> <li>• heart rate monitoring and the use of different heart rate zones</li> </ul>
6. Understand the health benefits of physical activity	6.1 Describe the health benefits of physical activity 6.2 Describe the effect of physical activity on the causes of certain diseases including: <ul style="list-style-type: none"> <li>• Coronary Heart Disease</li> <li>• Some cancers</li> <li>• Type 2 Diabetes</li> <li>• Hypertension</li> <li>• Obesity</li> <li>• Osteoporosis</li> </ul>
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
<b>Assessment</b>	Theory paper

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand how to develop a proposal to start a new business	1.1 Explain a new business idea 1.2 State the reasons why it is a viable business proposal 1.3 Describe business objectives using the Specific Measurable Achievable, Realistic and Time-bound (SMART) model 1.4 Describe the typical start up costs for a new business 1.5 Explain how to forecast cash flow
2. Be able to develop a proposal to start a new business	2.1 Devise a three year plan of business objectives using the Specific Measurable Achievable, Realistic and Time-bound (SMART) model 2.2 Estimate start up costs for a business idea (including equipment and marketing) 2.3 Produce a 12-month cash flow forecast that takes into consideration: <ul style="list-style-type: none"> <li>• business objectives</li> <li>• seasonal fluctuations</li> <li>• business running costs</li> <li>• sales of services and product</li> </ul>
3. Understand how to develop a marketing strategy in line with a business proposal	3.1 State the reasons why a Strengths, Weakness, Opportunities and Threats (SWOT) analysis is an important part of the marketing process 3.2 Describe the type of market research to be carried out for a new business 3.3 Describe how to use the results of market research to assess business viability and target markets 3.4 Explain the factors that affect a product/service offering, to include: <ul style="list-style-type: none"> <li>• the placement of the product</li> <li>• the pricing of the product</li> </ul> 3.5 Explain how to schedule a promotional plan for the business

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Be able to develop a marketing strategy in line with a business proposal	4.1 Produce a Strengths, Weakness, Opportunities and Threats (SWOT) analysis in line with a business proposal 4.2 Outline how the strengths and opportunities can be capitalised on, and weaknesses and threats be overcome 4.3 Carry out market research activities appropriate to the business proposal 4.4 Analyse the results of the market research to: <ul style="list-style-type: none"> <li>• justify the viability of the business</li> <li>• identify potential target markets</li> <li>• justify the products/services to be offered, their place, and their pricing policy</li> </ul> 4.5 Develop a 12-month promotional plan that schedules: <ul style="list-style-type: none"> <li>• each promotional activity</li> <li>• cost</li> </ul> 4.6 Design promotional materials that accurately communicates the business offering to the target market(s)
<b>Assessment</b>	Assignment

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the sales cycle	1.1 Describe the characteristics of the sales cycle 1.2 Explain how the different stages of the sales cycle affects the approach to the sale 1.3 Describe the uses of the sales cycle in structuring and progressing sales contacts
2. Understand the buyer decision-making process	2.1 Describe an organisation's procedures for dealing with buyers 2.2 Explain how buyer behaviour affects the achievement of targets 2.3 Explain the distinction between customer wants and needs 2.4 Explain the difference between consumer buyer decision-making and business-to-business decision-making 2.5 Describe the pressures on customers that influence their buying behaviour
3. Understand how to generate and qualify sales leads	3.1 Explain how to segment customers 3.2 Explain how to target market customers and prospects 3.3 Describe how to source and gather information about the market and the prospect 3.4 Explain the process for qualifying the sales contact 3.5 Explain the importance of accurate record keeping
4. Understand how to sell by inbound telephone call	4.1 Explain the characteristics, advantages and disadvantages of inbound telephone selling 4.2 Explain the characteristics of reactive selling 4.3 Describe the verbal, listening and questioning techniques that are most suited to telephone selling 4.4 Describe how to manage customer behaviour during inbound calls 4.5 Describe how to interpret the customer's reaction as the sale progresses during inbound calls 4.6 Describe how to involve the customer in closing the sale during inbound calls

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
5. Understand how to sell by outbound telephone call	5.1 Describe the preparations to be made prior to telephone selling 5.2 Explain the characteristics, advantages and disadvantages of outbound telephone selling 5.3 Explain the characteristics of proactive selling 5.4 Describe how to manage customer behaviour during outbound calls 5.5 Describe how to interpret the customer's reaction as the sale progresses during outbound calls 5.6 Describe how to involve the customer in closing the sale during outbound calls
6. Understand the principles of selling face to face	6.1 Explain the characteristics, advantages and disadvantages of face to face selling 6.2 Explain the importance of preparing for the contact 6.3 Describe the stages of selling face to face 6.4 Describe how to manage customer behaviour during face to face sales contacts 6.5 Describe how to interpret the customer's reaction as the sale progresses during face to face contacts 6.6 Describe how to involve the customer in closing the sale during face to face contacts
7. Understand how to close a sale	7.1 Explain how to overcome objections 7.2 Explain how to identify verbal and non-verbal buying signals 7.3 Explain how to overcome barriers to closing the sale 7.4 Explain how to identify further potential add-on, up-selling or cross-selling opportunities prior to closing the sale 7.5 Describe different methods of closing sales
8. Understand how to process sales orders	8.1 Describe the process for ordering products and/or services 8.2 Describe an organisation's payment methods 8.3 Describe the requirements of customer credit checks 8.4 Explain the role of the despatch function 8.5 Describe order completion service standards 8.6 Describe the importance of discounts and special offers 8.7 Describe the importance of keeping the customer informed of developments relating to their order
<b>Assessment</b>	Assignment Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand how sales targets are calculated	1.1 Describe the process for forecasting sales and setting sales targets 1.2 Describe the factors that affect the setting of sales targets 1.3 Explain the volume and value of the sales required to meet target figures 1.4 Explain the pricing structure for products and/or services to meet sales targets 1.5 Describe a formula for calculating sales values over a period of time
2. Understand the use of sales targets	2.1 Explain the importance of sales targets for performance purposes 2.2 Explain how past sales targets can inform the setting of future targets
3. Understand how to collect sales-related data	3.1 Describe the potential sources of sales-related data 3.2 Explain the data collection methods for obtaining quantitative and qualitative information 3.3 Describe how data can be used to support sales activities
4. Understand how to evaluate sales performance	4.1 Describe how to monitor sales performance against targets 4.2 Explain how to evaluate performance against targets 4.3 Describe the factors that can cause variances of performance from target 4.4 Describe the actions to be taken if sales targets are not met
<b>Assessment</b>	Assignment



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand how to collect client information to plan gym-based exercise	1.1 Explain the process of informed consent 1.2 Describe different methods to collect client information, including: <ul style="list-style-type: none"> <li>• questionnaire</li> <li>• interview</li> <li>• observation</li> <li>• physical measurements</li> </ul> 1.3 Describe how to determine which method/s of collecting information are appropriate according to the individual 1.4 Explain the principles of screening clients prior to exercise to include the use of the physical activity readiness questionnaire (PAR-Q)
2. Understand how to use client information to plan gym-based exercise	2.1 Describe the factors, based on client screening, which may affect safe exercise participation 2.2 Identify the reasons for temporary deferral of exercise 2.3 Explain the reasons for referring clients to other professionals
3. Understand how to plan gym-based exercise with clients	3.1 Explain why it is important to agree goals and objectives with clients 3.2 Identify a range of exercises for individual clients to develop: <ul style="list-style-type: none"> <li>• cardio-vascular fitness</li> <li>• muscular fitness</li> <li>• flexibility</li> <li>• motor skills</li> </ul> 3.3 Identify a range of cardiovascular and resistance machines, and their uses 3.4 Identify a range of cardiovascular and resistance machines, and their uses 3.5 Describe how to plan gym-based exercise using circuit formats
4. Be able to collect and use client information to plan a gym-based exercise programme	4.1 Use appropriate methods to collect information to enable clients to participate 4.2 Check the information is accurate and up-to-date 4.3 Identify client needs and potential, and any possible risks from participation 4.4 Maintain client confidentiality

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
5. Be able to plan a safe and effective gym-based exercise programme with clients	5.1 Agree objectives with clients appropriate to: <ul style="list-style-type: none"> <li>• their needs and potential</li> <li>• accepted good practice in the industry</li> <li>• own level of competence</li> </ul> 5.2 Select gym-based exercises that will help clients to develop: <ul style="list-style-type: none"> <li>• cardiovascular fitness</li> <li>• muscular fitness</li> <li>• flexibility</li> <li>• motor skills</li> </ul> 5.3 Plan how to minimise any risks relevant to the programme 5.4 Plan realistic timings and sequences for exercise 5.5 Record programme plans in an appropriate format
<b>Assessment</b>	Client Interview Programme Card 4 Session Plans Professional Discussion or Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand how to provide gym-based exercise	1.1 Identify safe and effective alignment for a range of gym-based exercise positions to cover use of: <ul style="list-style-type: none"> <li>• cardio-vascular machines</li> <li>• resistance machines</li> <li>• free weights</li> </ul> 1.2 Identify different methods of adapting a gym-based exercise programme to ensure appropriate progression and/or regression 1.3 Describe how to develop client co-ordination by building exercises/movements up gradually 1.4 Describe the principles of behaviour management for group inductions
2. Be able to prepare self and equipment for gym-based exercise	2.1 Prepare self to supervise gym-based exercise 2.2 Select equipment for gym-based programmes as appropriate to client needs 2.3 Prepare the environment and equipment as appropriate to client needs
3. Be able to prepare clients for gym-based exercise	3.1 Help clients feel welcome and at ease 3.2 Explain the purpose and value of the exercises, including warm-up and cool-down 3.3 Describe the exercises, including their physical and technical demands 3.4 Confirm or revise plans with clients as appropriate 3.5 Advise clients of the facility's emergency procedures 3.6 Use warm up activities that are safe and effective for the clients
4. Be able to instruct gym-based exercise	4.1 Give explanations and demonstrations that are technically correct (with safe and effective alignment of exercise positions) 4.2 Communicate as appropriate to client needs and the environment
5. Be able to supervise clients undertaking gym-based exercise	5.1 Adopt appropriate positions to observe clients and respond to their needs 5.2 Monitor the safety and intensity of exercise 5.3 Provide feedback and instructing points which are timely, clear and motivational 5.4 Adapt exercises with suitable progressions and regressions according to client needs

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
6. Be able to bring a gym-based exercise session to an end	6.1 Allow sufficient time to end the session according to clients' level of experience 6.2 Use cool down activities that are safe and effective for the clients 6.3 Give the clients an accurate summary of feedback on the session 6.4 Give the clients the opportunity to: <ul style="list-style-type: none"> <li>• reflect on the session</li> <li>• ask questions</li> <li>• provide feedback</li> <li>• identify further needs</li> </ul> 6.5 Make sure the clients understand how to continue their programme of gym-based exercise without direct supervision 6.6 Leave the environment in a condition acceptable for future use
7. Be able to reflect on providing gym-based exercise	7.1 Review the outcomes of working with clients and client feedback 7.2 Identify: <ul style="list-style-type: none"> <li>• how well the exercises met client needs</li> <li>• how effective and motivational the relationship with the client was</li> <li>• how well the instructing style matched the clients' needs</li> </ul> 7.3 Identify how to improve personal practice 7.4 Explain the value of reflective practice
8. Be able to support clients taking part in gym-based exercise	8.1 Present a positive image of self and organisation to clients 8.2 Establish an effective working relationship with clients 8.3 Communicate with clients in a way that makes them feel valued 8.4 Use motivational styles appropriate to the client and the exercise format
<b>Assessment</b>	Formative observed session Summative observed session Session self-evaluation

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand how to collect participant information	1.1 Explain the process of informed consent 1.2 Describe different methods to collect participant information: <ul style="list-style-type: none"> <li>• questionnaire</li> <li>• interview</li> <li>• observation</li> </ul> 1.3 Describe how to determine which methods of collecting information are appropriate according to the situation 1.4 Explain the principles of screening participants prior to exercise to music to include the use of the physical activity readiness questionnaire (PARQ))
2. Understand how to use participant information to plan group exercise to music	2.1 Describe the factors, based on client screening, which affect safe exercise participation 2.2 Give examples of how participant information could affect the planning of group exercise to music 2.3 Identify the reasons for temporary deferral of exercise 2.4 Explain the reasons for referring participants to other professionals
3. Understand how to plan group exercise to music	3.1 Describe how to plan exercise to music to meet the needs of clients with different objectives 3.2 Identify a range of group exercises to music, to develop: <ul style="list-style-type: none"> <li>• cardiovascular fitness</li> <li>• muscular fitness</li> <li>• flexibility</li> <li>• motor skills</li> </ul> 3.3 Identify a range of equipment used in group exercise to music and its uses 3.4 Describe how to plan group exercise to music using circuit formats
4. Understand how to use music to enhance group exercise	4.1 Describe how to select speed and type of music as appropriate to the participants and phase of the class 4.2 Describe the legal requirements covering the use of music 4.3 Describe the principles involved in developing choreography for a group exercise session

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
5. Be able to plan safe and effective group exercise to music	5.1 Identify objectives that are appropriate to: <ul style="list-style-type: none"> <li>• the likely needs and potential of the participants</li> <li>• accepted good practice in the industry</li> <li>• own level of competence</li> </ul> 5.2 Select exercises that will help clients to develop: <ul style="list-style-type: none"> <li>• cardiovascular fitness</li> <li>• muscular fitness</li> <li>• flexibility</li> <li>• motor skills</li> </ul> 5.3 Plan safe and effective group exercise to music to achieve planned objectives for the session 5.4 Select a range of exercises that are safe and appropriate for participants and include possible alternatives 5.5 Plan realistic timings and original choreography for sessions 5.6 Record plans in an appropriate format
<b>Assessment</b>	Participant Interview Class Plan 4 Session Plans Professional Discussion or worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand how to provide group exercise to music</p>	<p>1.1 Identify the safe and effective alignment for a range of group exercise to music movements to develop:</p> <ul style="list-style-type: none"> <li>• cardiovascular fitness</li> <li>• muscular fitness</li> <li>• motor skills</li> </ul> <p>1.2 Identify different methods of adapting exercise to music to ensure appropriate progression and regression</p> <p>1.3 Describe how to develop participant co-ordination by building exercises/movements up gradually, to include:</p> <ul style="list-style-type: none"> <li>• layering techniques</li> <li>• holding patterns</li> </ul> <p>1.4 Describe effective methods of combining movements</p> <p>1.5 Describe the principles of group behaviour management during exercise to music sessions</p>
<p>2. Be able to prepare self and equipment for group exercise to music</p>	<p>2.1 Prepare self to instruct the session</p> <p>2.2 Provide safe and appropriate equipment sufficient for the participants</p> <p>2.3 Organise sufficient space for safe exercise performance</p>
<p>3. Be able to prepare participants for group exercise to music</p>	<p>3.1 Help participants to feel welcome and at ease in the exercise environment</p> <p>3.2 Check participants' level of experience, ability and physical/medical condition</p> <p>3.3 Explain the purpose and value of the session, including warm-up and cool-down</p> <p>3.4 Describe the exercises, including physical and technical demands</p> <p>3.5 Confirm or revise plans as appropriate</p> <p>3.6 Advise participants of the facility's emergency procedures</p> <p>3.7 Use warm up activities that are safe and effective for the participants</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Be able to instruct group exercise to music	4.1 Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions 4.2 Communicate as appropriate to participants' needs 4.3 Use volume, pitch and voice projection relative to the music, with or without a microphone 4.4 Provide cueing to enable participants to work to the structure and phrase of the music 4.5 Vary the pace and speed of exercise to ensure safety and effectiveness 4.6 Ensure participants exercise safely 4.7 Keep to the planned timings for the session
5. Be able to improve participant's performance in group exercise to music	5.1 Adopt appropriate positions to observe participants and respond to their needs 5.2 Check that participants can perform the exercises as instructed 5.3 Use appropriate methods to correct and reinforce technique, including <ul style="list-style-type: none"> <li>• changing teaching positions</li> <li>• asking questions</li> <li>• verbal and visual communication</li> <li>• mirroring</li> </ul> 5.4 Provide feedback and instructing points which are timely, clear and motivational 5.5 Adapt exercises with suitable progressions and regressions according to participants' needs



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
6. Be able to bring a group exercise to music session to an end	6.1 Allow sufficient time to end the session according to participants' needs 6.2 Use cool down activities that are safe and effective for the participants 6.3 Give the participants an accurate summary of feedback on the session 6.4 Give the participants the opportunity to: <ul style="list-style-type: none"> <li>• reflect on the session</li> <li>• ask questions</li> <li>• provide feedback</li> <li>• identify further needs</li> </ul> 6.5 Follow the correct procedures for checking and dealing with any equipment used 6.6 Leave the environment in a condition acceptable for future use
7. Be able to reflect on providing group exercise to music	7.1 Review the outcomes of working with participants and their feedback 7.2 Identify: <ul style="list-style-type: none"> <li>• how well the exercises met participants' needs</li> <li>• how effective and motivational was the relationship with the participants</li> <li>• how well the instructing style matched the participants' needs</li> </ul> 7.3 Identify how to improve personal practice 7.4 Explain the value of reflective practice
8. Be able to support clients taking part in exercise to music	8.1 Present a positive image of self and organisation to clients 8.2 Establish an effective working relationship with clients 8.3 Communicate with clients in a way that makes them feel valued 8.4 Use motivational styles appropriate to the client and the exercise format
<b>Assessment</b>	Summative observed session Session self-evaluation

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand how to collect participant information to plan water-based exercise	1.1 Explain the process of informed consent 1.2 Describe different methods to collect client information, to include: <ul style="list-style-type: none"> <li>• questionnaire</li> <li>• interview</li> <li>• observation</li> </ul> 1.3 Describe how to determine which method/s of collecting information are appropriate according to the individual 1.4 Explain the principles of screening clients prior to water-based exercise to include the use of the physical activity readiness questionnaire (PAR-Q)
2. Understand how to use participant information to plan water-based exercise	2.1 Describe the factors, based on client screening, which may affect safe exercise participation 2.2 Give example of how client information affects the planning of water-based exercise 2.3 Identify the reasons for temporary deferral of exercise 2.4 Explain the reasons for referring clients to other professionals
3. Understand how to plan water-based exercise	3.1 Describe how to plan water-based exercise to meet the needs of clients with different objectives 3.2 Identify a range of water-based exercises to develop: <ul style="list-style-type: none"> <li>• cardiovascular fitness</li> <li>• muscular fitness</li> <li>• flexibility</li> <li>• motor skills</li> </ul> 3.3 Identify the range of equipment used in water-based sessions and their uses 3.4 Describe the correct preparation of the range of equipment used in water-based sessions 3.5 Describe how to plan water-based exercise using circuit formats
4. Understand how to use music to enhance water-based exercise	4.1 Describe how to select the speed and type of music for the participants and phase of the class 4.2 Describe the legal requirements covering the use of music 4.3 Describe the effect of pacing and speed of exercises in an aquatic environment

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
5. Understand the particular features of the pool environment that affect session planning	5.1 Describe the effect of the use of shallow and deep water when planning water-based sessions 5.2 Describe the importance of the following environmental factors when planning sessions: <ul style="list-style-type: none"> <li>• water temperature and depth</li> <li>• humidity</li> <li>• air temperature</li> </ul> 5.3 Describe the effects of thermoregulation on class structure 5.4 Identify the factors to consider when including non-swimmers in a session 5.5 Describe specific factors which can affect safety during water-based sessions 5.6 Describe how to plan the management of risks during water-based sessions
6. Be able to plan safe and effective water-based exercise	6.1 Identify objectives that are appropriate to: <ul style="list-style-type: none"> <li>• the likely needs and potential of the participants</li> <li>• accepted good practice in the industry</li> <li>• own level of competence</li> </ul> 6.2 Select water-based exercises that will help clients to develop: <ul style="list-style-type: none"> <li>• cardiovascular fitness</li> <li>• muscular fitness</li> <li>• flexibility</li> <li>• motor skills</li> </ul> 6.3 Plan safe and effective water-based exercise to achieve planned objectives for the session 6.4 Select a range of exercises that are safe and appropriate for participants and include possible alternatives 6.5 Include the use of music where appropriate to the sessions' objectives 6.6 Plan realistic timings and sequences 6.7 Record plans in an appropriate format
<b>Assessment</b>	Participant Interview Worksheet or Professional Discussion Class Plan 4 Session Plans

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand the principles of instructing water-based exercise</p>	<p>1.1 Identify the safe and effective alignment for a range of water-based exercise positions to develop:</p> <ul style="list-style-type: none"> <li>• cardiovascular fitness</li> <li>• muscular fitness</li> <li>• motor skills</li> </ul> <p>1.2 Identify different methods of adapting water-based exercises to ensure appropriate progression and/or regression</p> <p>1.3 Describe how to break a range of water-based exercises and their movements down to their component parts</p> <p>1.4 Describe how to develop participant co-ordination by building exercises/movements up gradually</p> <p>1.5 Describe effective methods of building combinations of movements</p> <p>1.6 Describe the principles of group behaviour management during water-based sessions</p> <p>1.7 Describe the effect of levers, gravity, buoyancy, floatation, turbulence and resistance on water-based exercise</p> <p>1.8 Describe the effect water has on the body for example static and travelling balance, greater range of joint movement, mobility, hyperbaric pressure on the chest</p> <p>1.9 Describe how water-based exercise can assist injury rehabilitation</p>
<p>2. Be able to prepare self and equipment for water-based exercise</p>	<p>2.1 Prepare self to teach the session</p> <p>2.2 Provide safe and appropriate equipment sufficient for the participants</p> <p>2.3 Organise sufficient space for safe exercise performance</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
3. Be able to prepare participants for water- based exercise	3.1 Help participants to feel welcome and at ease in the pool environment 3.2 Check participants' level of experience, ability and physical/ medical condition 3.3 Identify the correct attire for participants 3.4 Explain the purpose and value of the exercises, including warm-up and cool-down 3.5 Explain the agreed exercises, including physical and technical demands 3.6 Confirm or revise plans as appropriate 3.7 Advise participants of the facility's emergency procedures 3.8 Use warm up activities that are safe and effective for the participants 3.9 Advise participants where to position themselves in the pool relevant to their level of experience
4. Be able to instruct water-based exercise	4.1 Give explanations and demonstrations that are technically correct with safe and effective alignment and timing and movement quality of exercise positions that clearly translate to participants in the water 4.2 Communicate as appropriate to participants' needs 4.3 Use volume, pitch and voice projection with or without a microphone 4.4 Provide cueing to enable participants to exercise as appropriate to the session 4.5 Vary the pace and speed of exercise to ensure safety and effectiveness in the water 4.6 Ensure participants exercise safely 4.7 Keep to the timings for the session

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
5. Be able to improve participant's performance in water-based exercise	5.1 Adopt appropriate positions to observe all participants and respond to their needs 5.2 Check that participants can perform the exercises as planned 5.3 Use appropriate teaching methods to correct and reinforce technique, including <ul style="list-style-type: none"> <li>• changing teaching positions</li> <li>• asking questions</li> <li>• verbal and visual communication</li> <li>• mirroring</li> </ul> 5.4 Develop exercises gradually 5.5 Provide feedback and instructing points which are timely, clear and motivational 5.6 Adapt exercises with suitable progressions and regressions according to participant needs
6. Be able to bring a water-based exercise session to an end	6.1 Allow sufficient time to end the session according to participants' needs 6.2 Use cool down activities that are safe and effective for the participants 6.3 Give the participants an accurate summary of feedback on the session 6.4 Give the participants the opportunity to: <ul style="list-style-type: none"> <li>• reflect on the session</li> <li>• ask questions</li> <li>• provide feedback</li> <li>• identify further needs</li> </ul> 6.5 Follow the correct procedures for checking and dealing with any equipment used 6.6 Leave the environment in a condition acceptable for future use

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
7. Be able to reflect on providing water-based exercise sessions	7.1 Review the outcomes of working with participants and their feedback 7.2 Identify: <ul style="list-style-type: none"> <li>• how well the exercises met participants' needs</li> <li>• how effective and motivational the relationship with the participants was</li> <li>• how well the instructing style matched the participants' needs</li> </ul> 7.3 Identify how to improve personal practice 7.4 Explain the value of reflective practice
8. Be able to support clients taking part in water-based exercise sessions	8.1 Present a positive image of self and organisation to clients 8.2 Establish an effective working relationship with clients 8.3 Communicate with clients in a way that makes them feel valued 8.4 Use motivational styles appropriate to the client and the exercise format
<b>Assessment</b>	Summative observed session Session self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to collect relevant information to plan health related exercise/physical activity for children	1.1 Describe the process of screening as it applies to children 1.2 Explain the process of informed consent as it applies to children 1.3 Describe different methods to collect information: <ul style="list-style-type: none"> <li>• questionnaire</li> <li>• interview</li> <li>• observation</li> </ul> 1.4 Describe how to determine which method/s of collecting information are appropriate according to the individual child
2. Be able to collect relevant information to plan safe and effective exercise/physical activity for children	2.1 Collect the information needed to plan exercise/physical activity sessions for children 2.2 Make sure the information is accurate and up-to-date 2.3 Give examples of how participant information affect the planning of exercise/physical activity for children 2.4 Make sure there is informed parental/carer consent for the exercise/physical activity sessions 2.5 Maintain confidentiality of information
3. Understand how to use information to plan health related exercise/physical activity for children	3.1 Describe the factors, based on screening, which may affect safe exercise/physical activity participation for children 3.2 Give example of how information affects the planning of health related exercise/physical activity sessions for children 3.3 Identify the reasons for temporary deferral of exercise in children 3.4 Explain the reasons for referring children to other professionals 3.5 Describe the process of referring children to other professionals



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Understand how to plan safe and effective exercise/physical activity for children	4.1 Identify the key stages in planning and preparing exercise/physical activity for children 4.2 Outline how to identify objectives for sessions based on collected information and ensure they: <ul style="list-style-type: none"> <li>• promote and enhance activity levels</li> <li>• improve social skills</li> <li>• promote personal development</li> <li>• improve skills and techniques</li> <li>• provide opportunities for fun and enjoyment</li> </ul> 4.3 Describe how the use of music can enhance exercise/physical activity sessions for children 4.4 Describe how to apply the principles and variables of fitness to a range of activities to achieve health benefits and required levels of physical activity in children 4.5 Identify exercises/physical activities that are safe and appropriate for children of all ages, and include possible alternatives 4.6 Outline the importance and application of warm up and cool down when designing exercise/physical activity for children
5. Be able to plan safe and effective exercise/physical activity for children	5.1 Identify objectives that are appropriate to: <ul style="list-style-type: none"> <li>• the needs and potential of children</li> <li>• accepted good practice in the industry</li> <li>• the learner's own level of competence</li> <li>• the aims of the session</li> </ul> 5.2 Plan exercise/physical activity that will help children to achieve the planned objectives 5.3 Structure the session so that children will be motivated to adhere to exercise/physical activity 5.4 Plan realistic timings for sessions 5.5 Identify ground rules for behaviour that will minimise risks to children 5.6 Record plans in an appropriate format
<b>Assessment</b>	Worksheet or Professional Discussion PAR-Q 2 Activity Session Plans

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of instructing health related exercise/ physical activity to children	1.1 Identify the safe and effective alignment for a range of health related exercises/physical activities for children 1.2 Identify different methods of adapting health related exercise/ physical activity to the needs of children 1.3 Describe how to develop children's co-ordination by building exercises/movements up gradually 1.4 Describe the principles of group behaviour management when working with children in the age range 5-15
2. Understand the principles of motivating children to adhere to exercise/physical activity	2.1 Explain why children need to take personal responsibility for their own fitness and motivation 2.2 Identify the typical barriers to exercise/physical activity that children experience 2.3 Describe strategies that can help children overcome these barriers 2.4 Explain how incentives and rewards, appropriate to a range of children, can be used to strengthen motivation and adherence 2.5 Explain how children's exercise/physical activity preferences can be used to strengthen motivation and adherence 2.6 Describe how to assist children to develop their own strategy for motivation and adherence appropriate to their age
3. Be able to prepare children for exercise/ physical activity	3.1 Help children feel welcome and at ease in the exercise environment 3.2 Provide sufficient and appropriate resources for the session 3.3 Follow the correct procedures for registering children's attendance 3.4 Check children's level of experience, ability and physical/ medical condition 3.5 Confirm or revise plans in the light of new information 3.6 Explain the purpose and value of the exercises/physical activities, including the warm-up and cool-down 3.7 Explain the agreed exercises/physical activities, including physical and technical demands 3.8 Provide clear information to children about the ground rules for behaviour and the reasons for these 3.9 Advise children, parents and carers of the facility's emergency procedures

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Be able to instruct exercise/ physical activity to children	4.1 Check that children are appropriately dressed for exercise/ physical activity 4.2 Develop and maintain an atmosphere of fun and enjoyment 4.3 Prepare children for the session using safe and effective warm ups 4.4 Give explanations and demonstrations that are technically correct and appropriate to the needs and level of experience of children 4.5 Communicate with children in a way that: <ul style="list-style-type: none"> <li>• is appropriate to their needs</li> <li>• is fun</li> <li>• motivates them to take part</li> </ul> 4.6 Monitor that children take part in the session in a safe manner 4.7 Keep to the planned timings for the session 4.8 Use appropriate volume, pitch and voice projection according to the exercise/physical activity 4.9 Provide cueing to enable children to work to the structure and phrase of the music, where relevant

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
5. Be able to support children to take part in exercise/physical activity	5.1 Present a positive image of self and organisation to children 5.2 Establish an effective working relationship with children 5.3 Communicate with children in a way that makes them feel valued 5.4 Use motivational styles appropriate to children and the exercise/ physical activity format 5.5 Give the children attention and motivation as appropriate to their needs 5.6 Provide appropriate progressions and regressions 5.7 Use appropriate methods to correct and reinforce technique, including: <ul style="list-style-type: none"> <li>• changing positions</li> <li>• asking questions</li> <li>• making adaptations/offering alternatives</li> <li>• using verbal communications</li> <li>• using visual communications</li> </ul> 5.8 Build exercises/physical activities gradually as appropriate for children 5.9 Manage children’s behaviour throughout the session 5.10 Provide guidance and feedback which is timely, clear and helps children achieve the objectives 5.11 Adapt the exercises/physical activities to the changing needs of children during the session
6. Be able to bring an exercise/ physical activity session to an end	6.1 Allow sufficient time to end the session 6.2 End the session using cool down activities that are safe and effective for children 6.3 Provide motivational feedback on the session to children 6.4 Provide children with the opportunity to: <ul style="list-style-type: none"> <li>• think about the session</li> <li>• ask questions</li> <li>• provide feedback</li> </ul> 6.5 Follow the correct procedures for checking and dealing with any equipment used 6.6 Leave the environment in a condition acceptable for future use

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
7. Be able to reflect on providing health-related exercise/physical activity for children	7.1 Review the outcomes of working with children, their feedback and feedback from other adults/carers 7.2 Identify: <ul style="list-style-type: none"> <li>• how well the exercises/physical activities met children's needs</li> <li>• how effective and motivational the relationship with the children was</li> <li>• how well the instructing style matched children's needs</li> </ul> 7.3 Identify how to improve personal practice 7.4 Explain the value of reflective practice
<b>Assessment</b>	Worksheet Summative observed session Session self-evaluation

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand the key concepts of studio cycling</p>	<p>1.1 Describe the history of studio cycling</p> <p>1.2 Identify the benefits of studio cycling for the participants</p> <p>1.3 Describe a range of handle bar grip to include:</p> <ul style="list-style-type: none"> <li>• Narrow grip</li> <li>• Wide grip</li> <li>• High grip</li> </ul> <p>1.4 State the importance of efficient pedal strokes / cadence</p> <p>1.5 Describe a range of riding techniques to include:</p> <ul style="list-style-type: none"> <li>• Seated</li> <li>• Seated Climb</li> <li>• Standing Climb</li> <li>• Sprinting</li> <li>• Jumping</li> </ul>
<p>2. Understand the principles of training for studio cycling</p>	<p>2.1 Explain the difference between free and fixed wheel cycling</p> <p>2.2 Identify the muscles that are trained during studio cycling to include:</p> <ul style="list-style-type: none"> <li>• Quadriceps</li> <li>• Hamstrings</li> <li>• Gastrocnemius</li> <li>• Soleus</li> <li>• Gluteals</li> <li>• Abdominals</li> <li>• Erector spinae</li> <li>• Stabilising muscles</li> </ul> <p>2.3 Explain the importance of posture for efficient breathing when cycling</p> <p>2.4 Explain how to monitor intensity during the studio cycle session</p> <p>2.5 Explain the importance of rehydration during studio cycling sessions</p>
<p>3. Understand the use of music in studio cycling sessions</p>	<p>3.1 Describe licensing arrangements when using music in studio cycling session</p> <p>3.2 List reasons to use a microphone in studio cycling sessions</p> <p>3.3 Describe how to match music to different profiles / sections of the class</p> <p>3.4 List a range of visualisation techniques to maximise participant motivation</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Know the safety considerations when teaching a studio cycling session	4.1 Identify the safety considerations relating to studio cycling <ul style="list-style-type: none"> <li>• Verbal screening</li> <li>• Bike safety and set up</li> <li>• Foot position</li> <li>• Seat height</li> <li>• Fore/aft seat position</li> <li>• Handlebar height</li> <li>• Correct form</li> </ul> 4.2 Explain the common injuries caused by studio cycling and how to avoid these <ul style="list-style-type: none"> <li>• Knee injuries</li> <li>• Back injuries</li> <li>• Hip injuries</li> <li>• Wrist injuries</li> </ul> 4.3 Identify the risks in studio cycling
5. Be able to plan a safe and effective studio cycling session	5.1 Explain the different types of profiles that can be used to plan studio cycling classes 5.2 Plan a studio cycling session (Warm-up, Main session, Cool down) 5.3 Identify any adaptations or special arrangements due to equipment, facilities or participants

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
6. Know how to carry out basic maintenance and repair on studio cycling bikes	6.1 Describe day to day maintenance of studio cycles to include: <ul style="list-style-type: none"> <li>• Wiping bikes after use</li> <li>• Polishing fly wheel</li> </ul> 6.2 Describe weekly cycle maintenance to include: <ul style="list-style-type: none"> <li>• Lubrication of moving parts</li> <li>• Checking chain/belt tension</li> <li>• Tightening bolts / pins</li> <li>• Clean brake pads</li> <li>• Checking for any loose or worn parts</li> </ul> 6.3 Describe monthly / quarterly cycle maintenance to include: <ul style="list-style-type: none"> <li>• Cleaning and inspection of the interior of the chain guard</li> <li>• Cleaning, inspection and lubrication of pedal threads</li> <li>• Inspection for rust damage and repair</li> <li>• Removal of any faulty parts and procedure for the order of replacements</li> </ul>
<b>Assessment</b>	Worksheet Session Plan



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

## Physical resource checklist

Resource	Tick availability
A studio or open space able to accommodate a class of 5 – 12. There needs to be enough space to ensure that each studio cycle has adequate space around it	
Wall mounted mirrors	
13 studio cycles (or sufficient amount for group and instructor)	
Music system	
Head Microphone	
Access to drinking water	

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand group circuit training	1.1 Describe the history of circuit training from 1958 by Morgan and Adamson at Leeds University. 1.2 Define circuit training. 1.3 List the benefits of circuit training to the instructor, clients and the effects on the body systems.
2. Understand different methods of circuit training	2.1 Describe the recommended work time for resistance training within a circuit training session. 2.2 State the recommended recovery periods in terms of time between sets of exercises in circuit training sessions. 2.3 Describe the purpose of active recovery. 2.4 Describe the different methods of circuit training which can be used, for example: <ul style="list-style-type: none"> <li>• Two thirds workload circuit</li> <li>• Progressive colour circuit</li> <li>• Timed circuit</li> <li>• Repetition circuit</li> <li>• Bodyweight only circuit</li> <li>• Circuits with equipment</li> <li>• Command circuit</li> <li>• Sports specific</li> <li>• Circuit weight training</li> </ul>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
	<p>2.5 Describe the different types of circuit training layout, for example:</p> <ul style="list-style-type: none"> <li>• Satellite circuit</li> <li>• Satellite square</li> <li>• MSE satellite – Aerobic unison</li> <li>• Bow-Tie – Aerobic</li> <li>• Squares – strength</li> <li>• Lines</li> <li>• Pairs</li> <li>• Once Through</li> <li>• Corners</li> <li>• Radial</li> <li>• Follow the leader</li> <li>• Shuttle</li> <li>• Work, rest and play</li> <li>• Forward and back</li> <li>• Bleep</li> <li>• Ton Up</li> <li>• Sports Specific – Boxing</li> </ul> <p>2.6 List the recommended information requirements for circuit cards</p>
<p>3. Understand the role of the circuit training instructor</p>	<p>3.1 Describe the role of the circuit training instructor</p> <p>3.2 Describe the importance of correct instructor performance of exercises</p> <p>3.3 List ways of motivating class participants</p> <p>3.4 State the importance of professionalism in circuit training instructors</p>
<p>4. Understand the implications of using music in a circuit training session</p>	<p>4.1 Describe the licensing arrangements when using music in circuit training sessions</p> <p>4.2 List reasons why they might use a microphone in a circuit training session</p>
<p><b>Assessment</b></p>	<p>Worksheet</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Know the safety considerations when teaching circuit training sessions	1.1 List the safety considerations relating to circuit training sessions. 1.2 Identify appropriate venues for circuit training. 1.3 List factors to consider when planning a circuit training class
2. Plan and instruct a safe and effective circuit training session	2.1 Plan a circuit training session 2.2 Welcome participants and carry out verbal pre-exercise screening. 2.3 Demonstrate safe set up of equipment for the circuit training session. 2.4 Introduce the circuit to the participants including, aims, objectives and demonstrations. 2.5 Instruct a safe and effective circuit training session to include: <ul style="list-style-type: none"> <li>• Warm up</li> <li>• Main Component</li> <li>• Cool Down</li> </ul> 2.6 Demonstrate a range of exercises using a logical sequence of instruction to include: <ul style="list-style-type: none"> <li>• Upper body</li> <li>• Trunk</li> <li>• Lower body exercises</li> </ul> 2.7 Demonstrate a range of CV exercises using a logical sequence of instruction. 2.8 Demonstrate a range of exercises using equipment, for example: <ul style="list-style-type: none"> <li>• dumbbells</li> <li>• barbells</li> <li>• stability balls</li> <li>• bosu</li> <li>• resistance bands</li> <li>• steps</li> <li>• skipping ropes</li> </ul>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
	2.9 Distinguish when an activity needs to be adapted to meet the needs and abilities of the participants 2.10 Offer alternative activities when appropriate 2.11 Identify any special arrangements or adaptations which need to be made in response to the equipment or facilities available 2.12 Put equipment away and leave the environment in an acceptable condition following the circuit training session.
3. Demonstrate a range of communication and evaluation skills appropriate for the circuit training session	3.1 Demonstrate effective verbal and non-verbal communication styles. 3.2 Demonstrate effective use of body language 3.3 Demonstrate how to move amongst the group to observe and correct performance. 3.4 Give feedback to participants following a circuit training session
4. Undertake an evaluation of their own performance and prepare an action plan for improvement	4.1 Evaluate the safety and effectiveness of the session. 4.2 Evaluate their own performance. 4.3 Record an action plan for improvement.
<b>Assessment</b>	Session plan introduction Session plan- circuit layout Session plan- circuit cards Summative observed session Session self-evaluation

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

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



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

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

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

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>4. Understand how to plan inclusive physical play activities for children under 5</p>	<p>4.1 Describe the components of a physical play session to include:</p> <ul style="list-style-type: none"> <li>• Warm up</li> <li>• Main section</li> <li>• Cool down</li> </ul> <p>4.2 Describe the benefits and motivators of physical play and exercise for children, to include:</p> <ul style="list-style-type: none"> <li>• Physiological</li> <li>• Psychological</li> <li>• Social</li> <li>• Inclusion</li> <li>• Equality</li> <li>• Diversity</li> </ul> <p>4.3 Identify potential barriers to participation</p> <p>4.4 Explain the role of physical play in child development</p> <p>4.5 Describe a range of activities which will help support physical development in children. To include:</p> <ul style="list-style-type: none"> <li>• Use of large muscles</li> <li>• Use of small (fine movement) muscles</li> <li>• Using hand/eye co-ordination</li> </ul> <p>4.6 Describe how to encourage and support all children to participate in physical play</p> <p>4.7 Identify appropriate child to adult ratios when working with under 5's</p> <p>4.8 Explain the benefits of sharing information and experiences with colleagues</p>
<p>5. Understand how to create an inclusive physical play environment suitable for children under 5</p>	<p>5.1 Describe a range of equipment and resources that will engage children's interest at different ages and with different needs and abilities</p> <p>5.2 Explain how to create a stimulating inclusive environment which promotes equality and diversity</p> <p>5.3 Describe how to lay out equipment and resources to make the best use of space and help children gain access to play and learning activities</p> <p>5.4 Describe why it is important to regularly change the activity environment</p>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
6. Understand how to manage behaviour during a physical play activity session for children under 5	6.1 Describe how to use positive reinforcement to manage behaviour 6.2 Describe a range of motivational techniques suitable for children under 5 6.3 Describe how to manage expectations and achievement levels 6.4 Explain the disciplinary procedures in place in your setting 6.5 Describe how to manage disruptive behaviour
7. Be able to collect information for physical play activities for children under 5	7.1 Collect the information to enable the planning of physical play activities which promote equality and diversity for children under 5, to include <ul style="list-style-type: none"> <li>• Child PARQ</li> <li>• Parent/ carer contact details</li> <li>• Parent / carer consent</li> <li>• Medical information</li> </ul>
8. Be able to plan a physical play activity session for children under 5	8.1 Plan a physical play activity session which promotes inclusivity, equality and diversity for children under 5 8.2 Describe the rules and boundaries for the session appropriate to the age, needs and abilities of the children 8.3 Identify contingency plans (e.g. environment, activities) 8.4 Identify any special arrangements or adaptations to the planned session 8.5 Carry out a risk assessment for the planned activity session
<b>Assessment</b>	Worksheet Child PAR-Q Parent/ carer consent Two session plans (0-3 and 3-5 years) Risk assessment

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

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

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of effective communication and engagement with children, young people and their families/carers	1.1 Explain the different ways of communicating with children, young people and their families/carers 1.2 Describe how to address potential barriers to communication and engagement with children and young people 1.3 Explain the importance of non-verbal communication, including body language 1.4 Explain the importance of demonstrating respect when communicating with children and young people 1.5 Explain how their attitude and behaviour can affect the development of rapport with children, young people and the child/ young persons' families/carers 1.6 Describe the effects of involving children/young people, families, parents and carers in decisions affecting children/ young people
2. Understand the development of children and young people	2.1 Outline the key development changes that are expected to occur in children and young people 2.2 Explain why children and young people can perceive and experience their world in different ways 2.3 Describe how families, parents and carers have an impact in shaping the development of children 2.4 Explain ways of motivating and encouraging children and young people to realise the child/young person's full potential, within the context of their role 2.5 Describe how to access support in circumstances where they are affected emotionally by their work with children, young people, families and carers
3. Understand the importance of safeguarding children and young people	3.1 Describe what is meant by the safeguarding of children and young people 3.2 Explain their own role and responsibilities for safeguarding the children and young people with whom they come into contact 3.3 Describe the indicators of potential abuse affecting children and young people 3.4 Describe the actions to take where abuse is suspected, identified or disclosed, within the context of their role 3.5 Explain the circumstances when a child or young person might be referred for help and support 3.6 Describe the procedures for progressing referrals of children/ young people for help and support



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Understand the types of transitions affecting children and young people	4.1 Describe what is meant by the term transition in relation to children and young people 4.2 Describe key types of transition between services affecting children and young people 4.3 Describe key types of life changes affecting children and young people 4.4 Describe the importance of supporting children and young people through transitions in a way that is appropriate to their age and stage of development
5. Understand the nature and importance of their role in multi-agency and integrated working in meeting the needs of children and young people	5.1 Explain what is meant by multi-agency and integrated working and the impact for working with children and young people 5.2 Explain their role in multi-agency and integrated working and the circumstances when another agency or individual might be involved in supporting a child or young person 5.3 Describe the role of families, parents and carers as partners when working with children and young people 5.4 Describe when and how it might be appropriate to challenge situations which are beyond the immediate responsibilities of their role
6. Understand the importance of information sharing	6.1 Describe the importance of sharing relevant information with other appropriate agencies, and in a timely and accurate way 6.2 Outline legislation and organisation requirements regarding the maintenance of confidentiality 6.3 Describe the boundaries of confidentiality when dealing with children and young people, and when it is appropriate to share information without the consent of the child or young person 6.4 Describe why it is important to explain to children and young people the limits of confidentiality 6.5 Describe what is meant by data security, both in and outside the working environment 6.6 Describe their organisation's procedures for maintaining accurate and up-to-date records
<b>Assessment</b>	Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand the principles of active, healthy living</p>	<p>1.1 List the types of activities and exercises that help maintain physical health and fitness</p> <p>1.2 Identify physiological changes that take place in adults when working at the following intensities:</p> <ul style="list-style-type: none"> <li>• Low</li> <li>• Moderate</li> <li>• High</li> </ul> <p>1.3 Describe the benefits of leading an active healthy lifestyle</p> <p>1.4 Describe the different health conditions linked to:</p> <ul style="list-style-type: none"> <li>• inactive lifestyles</li> <li>• poor nutrition</li> <li>• factors affecting health which could include for example:                             <ul style="list-style-type: none"> <li>• Smoking</li> <li>• Alcoholism</li> <li>• Osteoporosis</li> <li>• Obesity</li> <li>• Stress</li> </ul> </li> </ul> <p>1.5 State the risk factors for coronary heart disease</p>
<p>2. Understand the principles of training</p>	<p>2.1 List the five components of physical fitness</p> <p>2.2 Identify current national guidelines for physical fitness</p> <p>2.3 Outline the principles of training for adults to include:</p> <ul style="list-style-type: none"> <li>• Specificity</li> <li>• Progression</li> <li>• Overload</li> <li>• Reversibility</li> <li>• Adaptation</li> </ul> <p>2.4 List the different types of activity that can be incorporated into daily life for adults and children</p>
<p>3. Understand the importance of healthy eating</p>	<p>3.1 Describe the national food model/guide</p> <p>3.2 Describe key healthy eating advice that underpins a healthy diet</p> <p>3.3 Explain the importance of adequate hydration</p> <p>3.4 Explain the dietary role of the key nutrients</p> <p>3.5 Identify the common dietary sources of the key nutrients</p> <p>3.6 Explain the health risks of poor nutrition</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Understand how to promote an active healthy lifestyle to families and children	4.1 Identify the healthy lifestyle needs of families and children in their local community / setting 4.2 Describe how to promote the benefits of an active healthy lifestyle to families and children, to include <ul style="list-style-type: none"> <li>• Physical activity</li> <li>• Healthy eating</li> <li>• Lifestyle advice</li> </ul> 4.3 Identify opportunities for families and children to participate in physical activities 4.4 Describe how to sign post families and children who wish to participate in physical activities 4.5 Describe potential barriers to participation for families and children 4.6 Identify strategies to overcome barriers and support families and children to enable participation and lifestyle change
<b>Assessment</b>	Worksheet Task

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

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

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

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

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



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
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 processes on the structure and function of blood vessels 1.4 Explain the short and long term effects of exercise 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 joint movement potential and joint actions 2.10 Describe the structure of the pelvic girdle and associated muscles and ligaments

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
3. Understand postural and core stability	3.1 Describe the structure and function of the stabilising ligaments and muscles of the spine 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 problems 3.6 Explain the benefits, risks and applications of the following types of stretching: <ul style="list-style-type: none"> <li>• static (passive and active)</li> <li>• dynamic</li> <li>• proprioceptive Neuromuscular Facilitation</li> </ul>
4. Understand the nervous system and its relation to exercise	4.1 Describe the specific roles of: <ul style="list-style-type: none"> <li>• the central nervous system (CNS)</li> <li>• the peripheral nervous system (PNS) including somatic and autonomic systems</li> </ul> 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

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

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of nutrition	1.1 Describe the structure and function of the digestive system 1.2 Explain the meaning of key nutritional terms including: <ul style="list-style-type: none"> <li>• diet</li> <li>• healthy eating</li> <li>• nutrition</li> <li>• balanced diet</li> </ul> 1.3 Describe the function and metabolism of: <ul style="list-style-type: none"> <li>• macro nutrients</li> <li>• micro nutrients</li> </ul> 1.4 Explain the main food groups and the nutrients they contribute to the diet 1.5 Identify the calorific value of nutrients 1.6 Explain the common terminology used in nutrition including: <ul style="list-style-type: none"> <li>• UK dietary reference values (DRV)</li> <li>• recommended daily allowance (RDA)</li> <li>• recommended daily intake (RDI)</li> <li>• glycaemic Index</li> </ul> 1.7 Interpret food labelling information 1.8 Explain the significance of healthy food preparation 1.9 Explain the relationship between nutrition, physical activity, body composition and health including: <ul style="list-style-type: none"> <li>• links to disease / disease risk factors</li> <li>• cholesterol</li> <li>• types of fat in the diet</li> </ul>
2. Understand key guidelines in relation to nutrition	2.1 Identify the range of professionals and professional bodies involved in the area of nutrition 2.2 Explain key healthy eating advice that underpins a healthy diet 2.3 Describe the nutritional principles and key features of the National food model/guide 2.4 Define portion sizes in the context of the National food model/guide 2.5 Explain how to access reliable sources of nutritional information 2.6 Distinguish between evidence-based knowledge versus the unsubstantiated marketing claims of suppliers

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
3. Understand nationally recommended practice in relation to providing nutritional advice	3.1 Explain professional role boundaries with regard to offering nutritional advice to clients 3.2 Explain the importance of communicating health risks associated with weight loss fads and popular diets to clients 3.3 Evaluate the potential health and performance implications of severe energy restriction, weight loss and weight gain 3.4 Identify clients at risk of nutritional deficiencies 3.5 Explain how cultural and religious dietary practices can influence nutritional advice 3.6 Describe safety, effectiveness and contraindications relating to protein and vitamin supplementation 3.7 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a Registered Dietician
4. Understand the relationship between nutrition and physical activity	4.1 Define the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic energy production 4.2 Explain the components of energy expenditure and the energy balance equation 4.3 Explain how to calculate an estimate of Basal Metabolic Rate (BMR) 4.4 Explain how to estimate energy requirements based on physical activity levels and other relevant factors 4.5 Identify energy expenditure for different physical activities 4.6 Evaluate the nutritional requirements and hydration needs of clients engaged in physical activity

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
5. Understand how to collect information relating to nutrition	5.1 Explain why it is important to obtain clients' informed consent before collecting nutritional information 5.2 Describe the information that needs to be collected to offer nutritional advice to clients 5.3 Explain the legal and ethical implications of collecting nutritional information 5.4 Describe different formats for recording nutritional information 5.5 Explain why confidentiality is important when collecting nutritional information 5.6 Describe issues that may be sensitive when collecting nutritional information 5.7 Explain different methods that can be used to measure body composition and health risk in relation to weight
6. Understand how to use nutritional information	6.1 Describe basic dietary assessment methods 6.2 Explain how to analyse and interpret collected information so that clients' needs and nutritional goals can be identified with reference to the National food model/guide recommendations 6.3 Describe how to interpret information gained from methods used to assess body composition and health risk in relation to weight 6.4 Explain how to sensitively divulge collected information and 'results' to clients 6.5 Explain how to recognise the signs and symptoms of disordered eating and healthy eating patterns 6.6 Describe the key features of the industry guidance note on 'Managing users with suspected eating disorders' 6.7 Explain the circumstances in which a client should be recommended to visit their GP about the possibility of referral to a Registered Dietician

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
7. Understand the principles of nutritional goal setting with clients	7.1 Explain how to apply the principles of goal setting when offering nutritional advice 7.2 Explain how to translate nutritional goals into basic healthy eating advice that reflects current National guidelines 7.3 Explain when people other than the client should be involved in nutritional goal setting 7.4 Define which other people could be involved in nutritional goal setting 7.5 Identify the barriers which may prevent clients achieving their nutritional goals 7.6 Explain how to apply basic motivational strategies to encourage healthy eating and prevent non-compliance or relapse 7.7 Explain the need for reappraisal of clients' body composition and other relevant health parameters at agreed stages of the programme
8. Be able to collect and analyse nutritional information	8.1 Collect information needed to provide clients with appropriate healthy eating advice 8.2 Record information about clients and their nutritional goals in an approved format 8.3 Analyse collected information including nutritional needs and preferences in relation to the clients current status and nutritional goals
9. Be able to apply the principles of nutrition to a physical activity programme	9.1 Access and make use of credible sources of educational information and advice in establishing nutritional goals with clients 9.2 Design and agree nutritional goals that are compatible with the analysis, accepted good practice and national guidelines 9.3 Ensure that the nutritional goals support and integrate with other programme components 9.4 Agree review points with the clients 9.5 Review the clients' understanding of how to follow the nutritional advice as part of their physical activity programme 9.6 Monitor, evaluate and review the clients' progress towards their nutritional goals
<b>Assessment</b>	Theory paper Case study

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand how to prepare personal training programmes</p>	<p>1.1 Describe the range of resources required to deliver a personal training programme, including:</p> <ul style="list-style-type: none"> <li>• environment for the session</li> <li>• portable equipment</li> <li>• fixed equipment</li> </ul> <p>1.2 Explain how to work in environments that are not specifically designed for exercise/physical activity</p>
<p>2. Understand the importance of long term behaviour change for personal training</p>	<p>2.1 Explain why it is important for clients to understand the advantages of personal training</p> <p>2.2 Explain why it is important for a personal trainer to work together with clients to agree goals, objectives, programmes and adaptations</p> <p>2.3 Explain the importance of long-term behaviour change in developing client fitness</p> <p>2.4 Explain how to ensure clients commit themselves to long-term change</p>
<p>3. Understand the principles of collecting information to plan a personal training programme</p>	<p>3.1 Explain the principles of informed consent</p> <p>3.2 Explain why informed consent should be obtained before collecting information for a personal training programme</p> <p>3.3 Summarise the client information that should be collected when designing a personal training programme to include:</p> <ul style="list-style-type: none"> <li>• personal goals</li> <li>• lifestyle</li> <li>• medical history</li> <li>• physical activity history</li> <li>• physical activity likes and dislikes</li> <li>• motivation and barriers to participation</li> <li>• current fitness level</li> <li>• stage of readiness</li> <li>• posture and alignment</li> <li>• functional ability</li> </ul> <p>3.4 Explain how to select the most appropriate methods of collecting client information according to client need</p> <p>3.5 Explain the legal and ethical implications of collecting client information, including confidentiality</p>



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Understand how to screen clients prior to a personal training programme	4.1 Explain how to interpret information collected from the client in order to identify client needs and goals 4.2 Explain how to analyse client responses to the Physical Activity Readiness Questionnaire (PAR-Q) 4.3 Describe the types of medical conditions that will prevent personal trainers from working with a client unless they have specialist training and qualifications 4.4 Explain how and when personal trainers should refer clients to another professional
5. Understand how to identify personal training goals with clients	5.1 Explain how to identify clients' short, medium and long term goals to include: <ul style="list-style-type: none"> <li>• general health and fitness</li> <li>• physiological</li> <li>• psychological</li> <li>• lifestyle</li> <li>• social</li> <li>• functional ability</li> </ul> 5.2 Identify when personal trainers should involve others, apart from their clients, in goal setting 5.3 Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a personal training programme

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
6. Understand how to plan a personal training programme with clients	6.1 Identify credible sources of guidelines on programme design and safe exercise 6.2 Summarise the key principles of designing programmes to achieve short, medium and long term goals, including the order and structure of sessions 6.3 Describe a range of safe and effective exercises/physical activities to develop: <ul style="list-style-type: none"> <li>• cardiovascular fitness</li> <li>• muscular fitness</li> <li>• flexibility</li> <li>• motor skills</li> <li>• core stability</li> </ul> 6.4 Explain how to include physical activities as part of the client's lifestyle to complement exercise sessions 6.5 Explain how to design programmes that can be run in environments not designed specifically for exercise 6.6 Identify when it might be appropriate to share the programme with other professionals
7. Understand how to adapt a personal training programme with clients	7.1 Explain how the principles of training can be used to adapt the programme where: <ul style="list-style-type: none"> <li>• goals are not being achieved</li> <li>• new goals have been identified</li> </ul> 7.2 Describe the different training systems and their use in providing variety and in ensuring programmes remain effective 7.3 Explain why it is important to keep accurate records of changes and the reasons for change
8. Be able to collect information about clients	8.1 Establish a rapport with the client 8.2 Explain own role and responsibilities to clients 8.3 Collect the information needed to plan a programme using appropriate methods, to include physical/fitness assessments 8.4 Show sensitivity and empathy to clients and the information they provide 8.5 Record the information using appropriate formats in a way that will aid analysis 8.6 Treat confidential information correctly

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
9. Be able to agree goals with clients	9.1 Work with clients to agree short, medium and long-term goals appropriate to their needs 9.2 Ensure the goals are: <ul style="list-style-type: none"> <li>• specific, measurable, achievable, realistic and time bound</li> <li>• consistent with industry good practice</li> </ul> 9.3 Agree with clients their needs and readiness to participate
10. Be able to plan a personal training programme with clients	10.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are: <ul style="list-style-type: none"> <li>• appropriate to clients' goals and level of fitness</li> <li>• consistent with accepted good practice</li> </ul> 10.2 Ensure the components of fitness are built into the programme 10.3 Apply the principles of training to help clients to achieve short, medium and long term goals 10.4 Agree the demands of the programme with clients 10.5 Agree a timetable of sessions with clients 10.6 Agree appropriate evaluation methods and review dates 10.7 Identify the resources needed for the programme, including the use of environments not designed for exercise 10.8 Record plans in a format that will help clients and others involved to implement the programme 10.9 Agree how to maintain contact with the client between sessions
11. Be able to manage a personal training programme	11.1 Monitor effective integration of all programme exercises/physical activities and sessions 11.2 Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned 11.3 Monitor clients' progress using appropriate methods

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
12. Be able to review progress with clients	12.1 Explain the purpose of review to clients 12.2 Review short, medium and long term goals with clients at agreed points in the programme, taking into account any changes in circumstances 12.3 Encourage clients to give their own views on progress 12.4 Use suitable methods of evaluation that will help to review client progress against goals and initial baseline data 12.5 Give feedback to clients during their review that is likely to strengthen their motivation and adherence 12.6 Agree review outcomes with clients 12.7 Keep an accurate record of reviews and their outcome
13. Be able to adapt a personal training programme with clients	13.1 Identify goals and exercises/physical activities that need to be redefined or adapted 13.2 Agree adaptations, progressions or regressions to meet clients' needs to optimise achievement 13.3 Identify and agree any changes to resources and environments with the client 13.4 Introduce adaptations in a way that is appropriate to clients and their needs 13.5 Record changes to programme plans to take account of adaptations 13.6 Monitor the effectiveness of adaptations and update the programme as necessary
<b>Assessment</b>	Case study Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand how to instruct exercise during personal training sessions	1.1 Explain the importance of non-verbal communication when instructing clients 1.2 Describe how to adapt communication to meet clients' needs 1.3 Evaluate different methods of maintaining clients' motivation, especially when clients are finding exercises difficult 1.4 Explain the importance of correcting client technique
2. Understand how to adapt exercise to meet client needs during personal training sessions	2.1 Explain why it is important to monitor individual progress especially if more than one client is involved in the session 2.2 Describe different methods of monitoring clients' progress during exercise 2.3 Explain when it may be necessary to adapt planned exercises to meet clients' needs 2.4 Explain how to adapt exercise/exercise positions as appropriate to individual clients and conditions 2.5 Explain how to modify the intensity of exercise according to the needs and response of the client
3. Understand how to review personal training sessions with clients	3.1 Explain why personal trainers should give clients feedback on their performance during a session 3.2 Explain why clients should be given the opportunity to ask questions, provide feedback and discuss their performance 3.3 Explain how to give clients feedback on their performance in a way that is accurate but maintains client motivation and commitment 3.4 Explain why clients need to see their progress against objectives in terms of their overall goals and programme 3.5 Explain why clients need information about future exercise and physical activity, both supervised and unsupervised
4. Be able to plan and prepare personal training sessions	4.1 Plan a range of exercises/physical activities to help clients achieve their objectives and goals, covering: <ul style="list-style-type: none"> <li>• cardiovascular fitness</li> <li>• muscular fitness</li> <li>• flexibility</li> <li>• motor skills</li> <li>• core stability</li> </ul> 4.2 Identify, obtain and prepare the resources needed for planned exercises/physical activities, improvising safely where necessary

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
5. Be able to prepare clients for personal training sessions	5.1 Help clients feel at ease in the exercise environment 5.2 Explain the planned objectives and exercises/physical activities to clients 5.3 Explain to clients how objectives and exercises/physical activities support their goals 5.4 Explain the physical and technical demands of the planned exercises/physical activities to clients 5.5 Explain to clients how planned exercise/physical activity can be progressed or regressed to meet their goals 5.6 Assess clients' state of readiness and motivation to take part in the planned exercises/physical activities 5.7 Negotiate and agree with clients any changes to the planned exercises/physical activities that: <ul style="list-style-type: none"> <li>• meet their goals and preferences</li> <li>• enable them to maintain progress</li> </ul> 5.8 Record changes to clients plans
6. Be able to instruct and adapt planned exercises	6.1 Use motivational styles that: <ul style="list-style-type: none"> <li>• are appropriate to the clients</li> <li>• are consistent with accepted good practice</li> </ul> 6.2 Explain the purpose and value of a warm-up to clients 6.3 Provide warm-ups appropriate to the clients, planned exercise and the environment 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 Adapt verbal and non-verbal communication methods to make sure clients understand what is required 6.7 Ensure clients can carry out the exercises safely on their own 6.8 Analyse clients' performance, providing positive reinforcement throughout 6.9 Correct techniques at appropriate points 6.10 Progress or regress exercises according to clients' performance

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
7. Be able to bring exercise sessions to an end	7.1 Allow sufficient time for the closing phase of the session 7.2 Explain the purpose and value of cool-down activities to clients 7.3 Select cool-down activities according to the type and intensity of physical exercise and client needs and condition 7.4 Provide clients with feedback and positive reinforcement 7.5 Explain to clients how their progress links to their goals 7.6 Leave the environment in a condition suitable for future use
8. Be able to reflect on providing personal training sessions	8.1 Review the outcomes of working with clients including their feedback 8.2 Identify: <ul style="list-style-type: none"> <li>• how well the sessions met clients' goals</li> <li>• how effective and motivational the relationship with the client was</li> <li>• how well the instructing styles matched the clients' needs</li> </ul> 8.3 Identify how to improve personal practice 8.4 Explain the value of reflective practice
<b>Assessment</b>	Summative observed session Session self-evaluation

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the function of food	1.1 Describe the main functions of food 1.2 Describe the basic principles of digestion and absorption
2. Understand the relationship between food and health	2.1 Describe the concept of a balanced diet 2.2 Distinguish between two examples of different sorts of diets
3. Understand the basic principles of weight control	3.1 Describe an example of how weight can be controlled 3.2 Describe the links between exercise and weight control 3.3 Differentiate between different exercise sessions for weight control
4. Understand why a balanced diet is required to maximise performance	4.1 Describe why a balanced diet is required to maximise performance
5. Understand how to promote healthy eating	5.1 Describe a range of ways to promote healthy eating
<b>Assessment</b>	Worksheet



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand the principles of nutrition</p>	<p>1.1 Describe the structure and function of the digestive system</p> <p>1.2 Explain the meaning of key nutritional terms including:</p> <ul style="list-style-type: none"> <li>• diet</li> <li>• healthy eating</li> <li>• nutrition</li> <li>• balanced diet</li> </ul> <p>1.3 Describe the function and metabolism of:</p> <ul style="list-style-type: none"> <li>• macro nutrients</li> <li>• micro nutrients</li> </ul> <p>1.4 Explain the main food groups and the nutrients they contribute to the diet</p> <p>1.5 Identify the calorific value of nutrients</p> <p>1.6 Explain the common terminology used in nutrition including:</p> <ul style="list-style-type: none"> <li>• UK dietary reference values (DRV)</li> <li>• recommended daily allowance (RDA)</li> <li>• recommended daily intake (RDI)</li> <li>• glycaemic Index</li> </ul> <p>1.7 Interpret food labelling information</p> <p>1.8 Explain the significance of healthy food preparation</p> <p>1.9 Explain the relationship between nutrition, physical activity, body composition and health including:</p> <ul style="list-style-type: none"> <li>• links to disease / disease risk factors</li> <li>• cholesterol</li> <li>• types of fat in the diet</li> </ul>
<p>2. Understand key guidelines in relation to nutrition</p>	<p>2.1 Identify the range of professionals and professional bodies involved in the area of nutrition</p> <p>2.2 Explain key healthy eating advice that underpins a healthy diet</p> <p>2.3 Describe the nutritional principles and key features of the National food model/guide</p> <p>2.4 Define portion sizes in the context of the National food model/guide</p> <p>2.5 Explain how to access reliable sources of nutritional information</p> <p>2.6 Distinguish between evidence-based knowledge versus the unsubstantiated marketing claims of suppliers</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
3. Understand nationally recommended practice in relation to providing nutritional advice	3.1 Explain professional role boundaries with regard to offering nutritional advice to clients 3.2 Explain the importance of communicating health risks associated with weight loss fads and popular diets to clients 3.3 Evaluate the potential health and performance implications of severe energy restriction, weight loss and weight gain 3.4 Identify clients at risk of nutritional deficiencies 3.5 Explain how cultural and religious dietary practices can influence nutritional advice 3.6 Describe safety, effectiveness and contraindications relating to protein and vitamin supplementation 3.7 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a Registered Dietician
4. Understand the relationship between nutrition and physical activity	4.1 Define the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic energy production 4.2 Explain the components of energy expenditure and the energy balance equation 4.3 Explain how to calculate an estimate of Basal Metabolic Rate (BMR) 4.4 Explain how to estimate energy requirements based on physical activity levels and other relevant factors 4.5 Identify energy expenditure for different physical activities 4.6 Evaluate the nutritional requirements and hydration needs of clients engaged in physical activity

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
5. Understand how to collect information relating to nutrition	5.1 Explain why it is important to obtain clients' informed consent before collecting nutritional information 5.2 Describe the information that needs to be collected to offer nutritional advice to clients 5.3 Explain the legal and ethical implications of collecting nutritional information 5.4 Describe different formats for recording nutritional information 5.5 Explain why confidentiality is important when collecting nutritional information 5.6 Describe issues that may be sensitive when collecting nutritional information 5.7 Explain different methods that can be used to measure body composition and health risk in relation to weight
6. Understand how to use nutritional information	6.1 Describe basic dietary assessment methods 6.2 Explain how to analyse and interpret collected information so that clients' needs and nutritional goals can be identified with reference to the National food model/guide recommendations 6.3 Describe how to interpret information gained from methods used to assess body composition and health risk in relation to weight 6.4 Explain how to sensitively divulge collected information and 'results' to clients 6.5 Explain how to recognise the signs and symptoms of disordered eating and healthy eating patterns 6.6 Describe the key features of the industry guidance note on 'Managing users with suspected eating disorders' 6.7 Explain the circumstances in which a client should be recommended to visit their GP about the possibility of referral to a Registered Dietician

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
7. Understand the principles of nutritional goal setting with clients	7.1 Explain how to apply the principles of goal setting when offering nutritional advice 7.2 Explain how to translate nutritional goals into basic healthy eating advice that reflects current National guidelines 7.3 Explain when people other than the client should be involved in nutritional goal setting 7.4 Define which other people could be involved in nutritional goal setting 7.5 Identify the barriers which may prevent clients achieving their nutritional goals 7.6 Explain how to apply basic motivational strategies to encourage healthy eating and prevent non-compliance or relapse 7.7 Explain the need for reappraisal of clients' body composition and other relevant health parameters at agreed stages of the programme
8. Be able to collect and analyse nutritional information	8.1 Collect information needed to provide clients with appropriate healthy eating advice 8.2 Record information about clients and their nutritional goals in an approved format 8.3 Analyse collected information including nutritional needs and preferences in relation to the clients current status and nutritional goals
9. Be able to apply the principles of nutrition to a physical activity programme	9.1 Access and make use of credible sources of educational information and advice in establishing nutritional goals with clients 9.2 Design and agree nutritional goals that are compatible with the analysis, accepted good practice and national guidelines 9.3 Ensure that the nutritional goals support and integrate with other programme components 9.4 Agree review points with the clients 9.5 Review the clients' understanding of how to follow the nutritional advice as part of their physical activity programme 9.6 Monitor, evaluate and review the clients' progress towards their nutritional goals
<b>Assessment</b>	Theory paper Case study

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
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 processes on the structure and function of blood vessels 1.4 Explain the short and long term effects of exercise 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 joint movement potential and joint actions 2.10 Describe the structure of the pelvic girdle and associated muscles and ligaments

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
3. Understand postural and core stability	3.1 Describe the structure and function of the stabilising ligaments and muscles of the spine 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 problems 3.6 Explain the benefits, risks and applications of the following types of stretching:static (passive and active) dynamic proprioceptive neuromuscular facilitation (PNF)
4. Understand the nervous system and its relation to exercise	4.1 Describe the specific roles of: <ul style="list-style-type: none"> <li>• the central nervous system (CNS)</li> <li>• the peripheral nervous system (PNS) including somatic and autonomic systems</li> </ul> 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 co-ordination/efficiency to exercise performance

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

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the origins of the Pilates matwork method	1.1 Summarise the history of Joseph Pilates 1.2 Explain the original principles of Joseph Pilates, to include: <ul style="list-style-type: none"><li>• Breathing</li><li>• Concentration</li><li>• Control</li><li>• Centring</li><li>• Precision</li><li>• Flow</li></ul> 1.3 Describe the fundamentals of Pilates matwork <ul style="list-style-type: none"><li>• Alignment</li><li>• Breathing</li><li>• Centring</li></ul> 1.4 Show an awareness of the repertoire of the 34 original Pilates matwork exercises



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
2. Understand the phases of a Pilates matwork class	2.1 Identify the phases of a Pilates matwork class <ul style="list-style-type: none"> <li>• Preparation phase</li> <li>• Main phase</li> <li>• Closing phase</li> </ul> 2.2 Explain the purpose and value of the preparation phase, to include: <ul style="list-style-type: none"> <li>• Breathing</li> <li>• Concentration</li> <li>• Postural alignment</li> <li>• Mobilisation</li> <li>• Activation of the core</li> </ul> 2.3 Explain the purpose and value of the main phase, comprising of whole body movements in anatomical planes <ul style="list-style-type: none"> <li>• Flexion</li> <li>• Extension</li> <li>• Rotation</li> <li>• Spinal movements</li> <li>• Lateral flexion</li> </ul> 2.4 Explain the purpose and value of the closing phase, to include: <ul style="list-style-type: none"> <li>• Stretching / mobilisation</li> <li>• Balance</li> <li>• Relaxation and consolidation</li> </ul>
<b>Assessment</b>	Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand the principles of collecting information to plan a Pilates matwork programme</p>	<p>1.1 Explain the principles of informed consent</p> <p>1.2 Explain why informed consent should be obtained before collecting information for a Pilates matwork programme</p> <p>1.3 Summarise the client information that should be collected when designing a Pilates matwork programme to include:</p> <ul style="list-style-type: none"> <li>• personal goals</li> <li>• lifestyle</li> <li>• medical history</li> <li>• physical activity history</li> <li>• physical activity likes and dislikes</li> <li>• motivation and barriers to participation</li> <li>• current fitness level</li> <li>• posture and alignment</li> <li>• functional ability</li> </ul> <p>1.4 Explain how to select the most appropriate methods of collecting client information</p> <p>1.5 Explain the legal and ethical implications of collecting client information, including confidentiality</p>
<p>2. Understand how to screen clients prior to a Pilates matwork programme</p>	<p>2.1 Explain how to interpret information collected from the client in order to identify needs and goals</p> <p>2.2 Explain how to analyse responses to the Physical Activity Readiness Questionnaire (PAR-Q)</p> <p>2.3 Describe the types of medical conditions that will prevent Pilates matwork teachers from working with a client unless they have specialist training and qualifications</p> <p>2.4 Explain how and when Pilates matwork teachers should refer clients to another professional</p>
<p>3. Understand how to identify goals with clients</p>	<p>3.1 Explain how to identify clients' short, medium and long term goals to include:</p> <ul style="list-style-type: none"> <li>• general health and fitness</li> <li>• physiological</li> <li>• psychological</li> <li>• lifestyle</li> <li>• social</li> <li>• functional ability</li> </ul> <p>3.2 Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a Pilates matwork programme</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
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 plan a Pilates matwork programme	5.1 Identify credible sources of information on programme design and safe exercise 5.2 Summarise the key principles of designing Pilates matwork programmes to meet client needs 5.3 Describe a range of safe and effective exercises/physical activities derived from the original principles and fundamentals of Pilates matwork to include: <ul style="list-style-type: none"> <li>• Original principles               <ul style="list-style-type: none"> <li>• Breathing</li> <li>• Concentration</li> <li>• Control</li> <li>• Centring</li> <li>• Precision</li> <li>• Flow</li> </ul> </li> <li>• Fundamentals               <ul style="list-style-type: none"> <li>• Alignment</li> <li>• Breathing</li> <li>• Centring</li> </ul> </li> </ul>
6. Understand how to adapt a Pilates matwork programme with clients	6.1 Explain how the principles and fundamentals of Pilates matwork can be used to adapt the programme where: <ul style="list-style-type: none"> <li>• goals are not being achieved</li> <li>• new goals have been identified</li> </ul> 6.2 Explain why it is important to keep accurate records of changes and the reasons for change

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
7. Be able to collect information about clients	7.1 Establish a rapport with the client 7.2 Explain own role and responsibilities to clients 7.3 Collect the information needed to plan a programme using appropriate methods 7.4 Show sensitivity and empathy to clients and the information they provide 7.5 Record the information using appropriate formats in a way that will aid analysis 7.6 Treat confidential information correctly
8. Be able to agree goals with clients	8.1 Work with clients to agree short, medium and long-term goals appropriate to their needs 8.2 Ensure the goals are: <ul style="list-style-type: none"> <li>• specific, measurable, achievable, realistic and time bound</li> <li>• consistent with industry good practice</li> </ul> 8.3 Agree with clients their needs and readiness to participate
9. Be able to plan a progressive Pilates matwork programme	9.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are: appropriate to clients' goals and level of fitness consistent with accepted good practice 9.2 Plan a progressive programme of safe and effective exercises that incorporate principles and fundamentals of Pilates matwork 9.3 Plan realistic timings and order appropriate to your clients 9.4 Ensure that the programme allows for clients to participate in a range of movements that can be modified, progressed or adapted according to their needs 9.5 Agree the demands of the Pilates matwork programme with the clients 9.6 Agree appropriate evaluation methods and review dates 9.7 Identify the resources needed for the Pilates matwork programme 9.8 Record plans in a format that will help you and your client to implement the programme
<b>Assessment</b>	Client interview and PARQ Group profile Class plan Progression overview Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Be able to plan and prepare for a Pilates matwork sessions</p>	<p>1.1. Plan a range of safe and effective exercises/physical activities derived from the original principles and fundamentals of Pilates matwork to include:</p> <p>Original principles</p> <ul style="list-style-type: none"> <li>• Breathing</li> <li>• Concentration</li> <li>• Control</li> <li>• Centring</li> <li>• Precision</li> <li>• Flow</li> </ul> <p>Fundamentals</p> <ul style="list-style-type: none"> <li>• Alignment</li> <li>• Breathing</li> <li>• Centring</li> </ul> <p>1.2. Identify, obtain and prepare the resources needed for planned exercises/physical activities, improvising safely where necessary</p>
<p>2. Be able to prepare class participants for Pilates matwork sessions</p>	<p>2.1 Help class participants feel at ease in the exercise environment</p> <p>2.2 Explain the planned objectives and exercises/physical activities to class participants</p> <p>2.3 Explain to class participants how objectives and exercises/physical activities support their goals</p> <p>2.4 Explain the physical and technical demands of the planned exercises/physical activities to class participants</p> <p>2.5 Explain to class participants how planned exercise/physical activity can be progressed or regressed to meet their goals</p> <p>2.6 Negotiate and agree with class participants any changes to the planned exercises/physical activities that:</p> <ul style="list-style-type: none"> <li>• meet their goals and preferences</li> <li>• enable them to maintain progress</li> </ul> <p>2.7 Record changes to plans if appropriate</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
3. Be able to instruct and adapt planned Pilates matwork exercises	3.1 Use motivational styles that: <ul style="list-style-type: none"> <li>• are appropriate to the class participants</li> <li>• are consistent with accepted good practice</li> </ul> 3.2 Instruct your class participants through the preparation, main and closing phases of a Pilates matwork class 3.3 Make best use of the environment in which clients are exercising 3.4 Provide instructions, explanations and demonstrations that are technically correct, safe and effective 3.5 Identify the exercises that need to be adapted 3.6 Provide alternatives to the planned exercises if participants cannot take part
4. Be able to improve class participants performance in Pilates matwork	4.1 Adopt appropriate positions to observe class participants and respond to their needs 4.2 Adapt verbal and non-verbal communication methods to make sure class participants understand what is required 4.3 Take account of class participants posture 4.4 Analyse clients' performance, providing positive reinforcement throughout 4.5 Use appropriate methods to correct and reinforce technique, including <ul style="list-style-type: none"> <li>• tactile cueing</li> <li>• changing teaching positions</li> <li>• asking questions</li> <li>• verbal and visual communication</li> <li>• mirroring</li> </ul> 4.6 Provide feedback and instructing points which are timely, clear and motivational 4.7 Adapt exercises with suitable progressions and regressions according to participants' needs
5. Be able to bring the Pilates matwork sessions to an end	5.1 Allow sufficient time for the closing phase of the session 5.2 Provide participants with feedback and positive reinforcement 5.3 Explain to participants how their progress links to their goals 5.4 Leave the environment in a condition suitable for future use

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
6. Be able to reflect on providing Pilates matwork sessions	6.1 Review the outcomes of working with class participants including their feedback 6.2 Identify: <ul style="list-style-type: none"> <li>• how well the sessions met class participants goals</li> <li>• how effective and motivational the relationship with the class participants was</li> <li>• how well the instructing styles matched the class participants needs</li> </ul> 6.3 Identify how to improve personal practice 6.4 Explain the value of reflective practice
<b>Assessment</b>	Summative observed session Session and self-evaluation

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



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

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

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

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

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Understand the key considerations for older adults participating in physical activity	4.1 Explain the absolute contraindications to exercise the central nervous system (CNS) the peripheral nervous system (PNS) including somatic and autonomic systems 4.2 Explain the risks of exercise for an older adult 4.3 Define the fitness professional's scope of practice 4.4 Describe how to deal with a client who has a medical condition outside the scope of practice of the fitness professional 4.5 Explain the process of motor unit recruitment and the significance of a motor unit's size and number of muscle fibres 4.6 Identify the warning signs that indicate the client should stop exercising 4.7 Explain how to respond to these warning signs 4.8 Explain how to maintain the safety of older clients in an emergency 4.9 Describe the key considerations when developing an effective working relationship with older clients 4.10 List the types of real and perceived barriers that older clients may have regards participating in physical activity 4.11 Describe ways in which these barriers can be overcome 4.12 Identify credible sources of information on age-related issues e.g. health, social, exercise / activity
5. Understand the communication skills required to engage with older adults	5.1 Describe a range of motivational communication strategies suitable when working with older adults in a range of settings / environments e.g. sheltered housing, residential homes, community centres, leisure centres 5.2 Explain why the use of appropriate language is vital when engaging with clients 5.3 Explain the importance of listening to and addressing client feedback 5.4 Describe how to develop social support strategies to enable long-term participation 5.5 Describe the components of age friendly marketing strategies
<b>Assessment</b>	Worksheets Assignment

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

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

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



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>2. Know how to promote and support physical activity and healthy living to meet local community needs</p>	<p>2.1. Gather information to describe their local community setting, to include:</p> <ul style="list-style-type: none"> <li>• demographics</li> <li>• available support and opportunities</li> <li>• relevant organisations/partners</li> </ul> <p>2.2 Identify the role of activity and healthy living in addressing health priorities in the local community</p> <p>2.3. Describe potential barriers to participation in physical activity and healthy living for the community</p> <p>2.4. Identify strategies to overcome barriers and support communities to enable participation and lifestyle change</p> <p>2.5. Recognise interventions to support active healthy lifestyles in the community, to include:</p> <ul style="list-style-type: none"> <li>• physical activity</li> <li>• healthy eating</li> <li>• lifestyle advice</li> </ul> <p>2.6 Describe methods to engage the community and promote healthy lifestyles, to include the use of:</p> <ul style="list-style-type: none"> <li>• social marketing</li> <li>• the internet</li> <li>• community environments</li> <li>• networking</li> </ul> <p>2.7. Identify opportunities and local resources to support active healthy lifestyles and behaviour change in the community, to include:</p> <ul style="list-style-type: none"> <li>• partner organisations</li> <li>• funding sources (commissioning bodies; sports councils; community grants)</li> <li>• signposting services</li> <li>• activity programmes</li> <li>• healthy living programmes</li> </ul>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
	<p>2.8. Recognise the roles and responsibilities of different partners working within the community, to include:</p> <ul style="list-style-type: none"> <li>• general practitioner</li> <li>• community mental health team</li> <li>• clinical commissioning groups (CCG) (funding sources)</li> <li>• dietician</li> <li>• exercise professionals</li> <li>• other services, e.g. financial, housing, charities etc</li> </ul> <p>2.9 Recognise ways to develop and maintain relationships with relevant partners in the community, to include:</p> <ul style="list-style-type: none"> <li>• making connections</li> <li>• barriers and strategies to overcome</li> </ul> <p>2.10. Identify community/individual needs outside the boundaries of own role and how to sign-post individuals for appropriate support</p> <p>2.11 Describe the benefits and barriers to multi-agency working and how to overcome these</p>

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

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

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

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Know different psychological theories and behaviour change approaches that can be used to support health and well-being</p>	<p>1.1. Recognise psychological theories of behaviour change, to include:</p> <ul style="list-style-type: none"> <li>• Transtheoretical model</li> <li>• Person-centred (Carl Rogers)</li> <li>• Self-determination theory</li> <li>• Motivational interviewing (Rollnick and Miller)</li> <li>• CBT (Beck and Ellis)</li> <li>• Biopsychosocial</li> </ul> <p>1.2. Describe the key features of different approaches to facilitating behaviour change which support health and well-being, to include:</p> <ul style="list-style-type: none"> <li>• Transtheoretical model (Prochaska and Diclemente) e.g. stage matched approaches</li> <li>• Person-centred (Carl Rogers) – empathy and congruence/genuineness (attitude more than skills)</li> <li>• Motivational interviewing (Rollnick and Miller, MINT) e.g. Resisting the righting reflex, OARS, recognising change and sustain talk, evocative questioning</li> <li>• CBT (Beck and Ellis) NATS, schema</li> <li>• Biopsychosocial – Perception of pain, fear avoidance, social support/sabotage</li> <li>• Facilitated self-help in groups</li> </ul>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>2. Understand the role of the facilitator in supporting health and well-being</p>	<p>2.1. Describe the role of the facilitator in supporting lifestyle change(s) for health and well-being</p> <p>2.2. Recognise role boundaries and when to refer or signpost to other professionals e.g. smoking cessation, alcohol addiction counselling, dietician, counsellor (GAD, depression)</p> <p>2.3. Explain the three stages of a behaviour change facilitation session, as:</p> <ul style="list-style-type: none"> <li>• Opening</li> <li>• Middle</li> <li>• Ending/or closing</li> </ul> <p>2.4. Explain the communication skills that can be used by a facilitator, to include:</p> <ul style="list-style-type: none"> <li>• Building rapport</li> <li>• Listening</li> <li>• Questioning</li> <li>• Reflective statements</li> <li>• Paraphrasing</li> <li>• Summarising</li> <li>• Use of silence</li> </ul> <p>2.5. Identify the impact of diversity, difference and other factors that may influence the helping relationship, to include:</p> <ul style="list-style-type: none"> <li>• Power</li> <li>• Rank</li> <li>• Challenging situations</li> <li>• Roles e.g. Rescuer, Persecutor, Victim</li> <li>• Game dynamics e.g. yes, but</li> <li>• Health inequalities</li> <li>• Socioeconomic factors</li> </ul> <p>2.6. Recognise the purpose of maintaining relevant, accurate and up-to-date records, to include:</p> <ul style="list-style-type: none"> <li>• Consideration of legalities</li> <li>• Recording and storage</li> <li>• Transfer of information</li> <li>• Reporting issues falling outside of specific role boundaries e.g. risk of harm</li> </ul> <p>2.7. Explain the purpose of reflective practice for developing behaviour change facilitation skills</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>3. Be able to demonstrate effective helping skills</p>	<p>3.1. Provide an effective opening phase in a helping session, to include:</p> <ul style="list-style-type: none"> <li>• Creating a suitable environment</li> <li>• Identifying available help</li> <li>• Confidentiality</li> <li>• Boundaries</li> <li>• Length and duration</li> <li>• Signposting</li> <li>• Determining and setting of expectations</li> </ul> <p>3.2. Provide an effective main phase in a helping session, to include:</p> <ul style="list-style-type: none"> <li>• Recognising skills in action</li> </ul> <p>3.3. Demonstrate effective consultation/ helping skills, to include:</p> <ul style="list-style-type: none"> <li>• Building rapport</li> <li>• Listening</li> <li>• Questioning</li> <li>• Reflective statements</li> <li>• Paraphrasing</li> <li>• Summarising</li> <li>• Use of silence</li> </ul> <p>3.4. Provide an effective closing phase to a helping session, to include:</p> <ul style="list-style-type: none"> <li>• Appropriate time</li> <li>• Sensitivity to needs</li> <li>• Signpost and/or link to future work</li> </ul>



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>4. Be able to facilitate group discussions about a range of health behaviours</p>	<p>4.1. Set expectations and boundaries for group discussions, to include:</p> <ul style="list-style-type: none"> <li>• Timekeeping</li> <li>• Mobile phones</li> <li>• One voice at a time</li> <li>• Confidentiality</li> <li>• Listening to others</li> <li>• Withholding judgement</li> <li>• Respecting opinions different to one's own</li> <li>• Keeping discussion relevant to the purpose of the session</li> </ul> <p>4.2. Introduce discussion topics clearly and confidently to a group</p> <p>4.3. Present facts about health-related topics in an engaging manner using visual aids and other resources when appropriate</p> <p>4.4. Use tools that facilitate focussed discussion, to include:</p> <ul style="list-style-type: none"> <li>• Idea generation using a flip chart</li> <li>• Hypothetical scenarios or case studies</li> <li>• Anonymised anecdotes or stories</li> <li>• Images</li> <li>• Movie clips</li> <li>• Objects</li> <li>• Demonstrations</li> <li>• Group activities</li> </ul> <p>4.5. Demonstrate effective consultation skills in a group context, to include:</p> <ul style="list-style-type: none"> <li>• Engagement</li> <li>• Listening</li> <li>• Questioning</li> <li>• Reflective statements</li> <li>• Paraphrasing</li> <li>• Summarising</li> <li>• Use of silence</li> </ul> <p>4.6. Summarise and close discussions to reinforce key points pertaining to the session purpose without alienating any members of the group</p>

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

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

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

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

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand employability and career development	1.1 Define the term employability 1.2 Define the term career 1.3 Define the term career development 1.4 Explain the benefits of having a career 1.5 List own skills, qualities and experience 1.6 Recognise how personal qualities and skills may affect career choice and preference
2. Know the range of employment opportunities available in the active leisure sector	2.1 Name the sector skills council for the active leisure sector 2.2 Identify the subsectors in the active leisure sector 2.3 List a range of organisations that operate in the active leisure sector 2.4 List a range of job roles and career pathways in the active leisure sector 2.5 Identify the skills and qualifications required for a range of job roles and career pathways in the active leisure sector 2.6 Identify sources of information on career progression, education and training in the active leisure sector
3. Understand how to explore employment opportunities in the active leisure sector	3.1 Describe a range of ways to identify employment opportunities 3.2 List a range of sources where employment opportunities are advertised 3.3 State ways to find out about non-advertised employment opportunities
4. Understand how to match skills sets to employment roles	4.1 Recognise the purpose of a person specification 4.2 Recognise the purpose of a job specification 4.3 Review own skills and experience against person and job specifications for employment opportunities 4.4 Select an employment opportunity which corresponds with current skills and experience
<b>Assessment</b>	Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the purpose of a curriculum vitae (CV) and an application form	1.1 State the purpose of a curriculum vitae (CV) 1.2 Identify the information to include on a curriculum vitae (CV) 1.3 State the purpose of an employment application form 1.4 Identify the information required to complete an employment application form 1.5 Identify appropriate individuals who can provide references for a job application
2. Be able to create a curriculum vitae (CV)	2.1 Collate the information required to create a curriculum vitae (CV) 2.2 Prepare a curriculum vitae (CV) using a suitable presentation format
3. Be able to complete an application form for an active leisure employment opportunity	3.1 Complete an employment application form
4. Be able to write a covering letter for an active leisure employment opportunity	4.1 State the purpose of a covering letter for an employment opportunity 4.2 Identify the information to include when writing a covering letter 4.3 Write a covering letter for an employment opportunity in active leisure
<b>Assessment</b>	Worksheet A curriculum vitae (CV) An employment application form A covering letter for a prospective employment opportunity

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand how to present self for an interview	1.1 Recognise the importance of creating a positive first impression 1.2 Recognise how personal presentation and personal qualities help to create a positive impression 1.3 Describe how to create a positive impression 1.4 Describe the types of language which are appropriate to use in an interview 1.5 Describe the types of body language which are appropriate to use in an interview
2. Understand how to prepare for an interview	2.1 Identify the main facts about the employer's business 2.2 Describe their skills and experience in relation to an employment opportunity. 2.3 Prepare answers to straight forward questions that may be asked at an interview 2.4 Prepare questions to ask the employer at the interview
3. Be able to conduct themselves in an interview	3.1 Present themselves appropriately for an interview 3.2 Demonstrate appropriate speaking and listening skills 3.3 Present information about themselves 3.4 Respond appropriately to questions asked 3.5 Use appropriate body language 3.6 Ask relevant and appropriate questions 3.7 Behave in a respectful and polite manner
4. Understand how to self-evaluate interview performance	4.1 Identify what went well in the interview 4.2 Identify areas for improvement 4.3 Create an action plan for self-improvement to develop interview skills
<b>Assessment</b>	Worksheet Simulated interview Self-evaluation



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand personal development in an Active Leisure job role	1.1 Describe why it is important for staff in the Active Leisure sector to continue to develop their knowledge and skills 1.2 Describe an Active Leisure organisation's systems to ensure the development of its staff
2. Know how to develop themselves in the job role	2.1 Describe how an Active Leisure member of staff can work with other people to identify their own strengths and weaknesses 2.2 Explain the meaning of 'personal development plan' 2.3 Describe what a personal development plan should contain 2.4 Describe how an Active Leisure organisation's performance appraisal and development system works
3. Be able to identify own development needs	3.1 Identify own strengths and weaknesses in a role using evidence of own performance 3.2 Analyse feedback from team members and managers on own performance 3.3 Agree priority areas for own improvement
4. Be able to develop themselves in a job role	4.1 Create a personal plan for own development 4.2 Take part in learning and development activities as part of own personal development plan 4.3 Review own personal development plan 4.4 Amend own personal development plan as a result of learning achievements and new priorities
<b>Assessment</b>	Worksheet (including personal development plan)

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

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

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

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

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

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

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



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

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand legislation required in sports massage	1.1 Explain how current legal obligations relate to the sports massage therapist 1.2 Explain the importance of having a chaperone present when working with children and vulnerable adults 1.3 Explain the importance of obtaining and working within boundaries of informed consent 1.4 Describe what information needs to be given to clients to obtain informed consent 1.5 Evaluate the consequences of non-compliance with legislation and professional standards
2. Understand scope of practice in sports massage	2.1 Describe cautions and contraindications to sports massage 2.2 Distinguish the actions to take if presented with cautions or contraindications <ul style="list-style-type: none"> <li>• Local</li> <li>• Systemic</li> </ul> 2.3 Describe referral procedures when working with other professionals 2.4 Describe how to communicate with others in a professional manner
3. Understand the standards relevant to the sports massage profession	3.1 Discuss key principles of professional standards as stipulated by sports massage membership organisations 3.2 Evaluate the roles of professional organisations relating to sports massage 3.3 Explain the purpose of regulation 3.4 Explain the importance of continuing professional development 3.5 Describe the protocol to follow when presented with an emergency situation 3.6 Describe insurance requirements for sports massage practice
4. Understand the principles of professional practice in sports massage	4.1 Explain the importance of valuing equality and diversity when working with clients 4.2 Explain the importance of professionalism 4.3 Explain the personal and clinical standards expected of the sports massage therapist 4.4 Explain the importance of good communication skills 4.5 Describe advantages/disadvantages of different means of communication

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
5. Understand how to produce, maintain and store client records	5.1 Explain the importance of accurate and confidential record keeping 5.2 Explain what information should be recorded 5.3 Explain the principles to apply when recording treatments 5.4 Explain the legal requirements for the storage and disposal of records
<b>Assessment</b>	Worksheet Assignment

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

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

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



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