

# **Pearson Edexcel Level 2 NVQ Diploma in Instructing Exercise and Fitness Specification**

Competence-based qualification

For first registration July 2010

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification was previously known as:

Edexcel Level 2 NVQ Diploma in Instructing Exercise and Fitness (QCF)

The QN remains the same.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

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## Summary of Pearson Edexcel Level 2 NVQ Diploma in Instructing Exercise and Fitness specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	6
Guided learning definition updated	11
QCF references removed from unit titles and unit levels in all units	15-129

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).



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# Introducing Pearson Edexcel NVQ qualifications

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## What are NVQ qualifications?

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National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

## Sizes of NVQ/Competence-based qualifications

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For all regulated qualifications, Pearson specify a total number of hours that is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).



## Qualification title covered by this specification

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This specification gives you the information you need to offer the Pearson Edexcel Level 2 NVQ Diploma in Instructing Exercise and Fitness:

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Pearson Edexcel Level 2 NVQ Diploma in Instructing Exercise and Fitness	501/0537/1	01/08/2010

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the Qualifications Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

# Key features of the Pearson Edexcel Level 2 NVQ Diploma in Instructing Exercise and Fitness

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These qualifications:

- are nationally recognised
- are based on the Instructing Exercise and Fitness National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by SkillsActive

**The Pearson Edexcel Level 2 NVQ Diploma in Instructing Exercise and Fitness has been approved as a component required for the Active Leisure and Learning Apprenticeship framework.**

## **What is the purpose of this qualification?**

The Pearson NVQs are designed to be assessed in the workplace, or in conditions resembling the workplace.

In a further education or training situation, assessment is occasionally achieved through simulation. Simulation must be carried out under conditions resembling the workplace. These conditions are described as being a 'realistic working environment' (RWE).

## **Who is this qualification for?**

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

## **What are the benefits of this qualification to the learner and employer?**

The Pearson Edexcel Level 2 NVQ Diploma in Instructing Exercise and Fitness is aimed at exercise and fitness instructors who are capable of planning, delivering and evaluating a series of sessions independently. In planning the programmes, they will be drawing on a large body of knowledge and experience and will sometimes include input from other professionals.

## **What are the potential job roles for those working towards this qualification?**

- Health and Fitness Instructor

## **What progression opportunities are available to learners who achieve this qualification?**

The Pearson Edexcel Level 2 NVQ Diploma in Instructing Exercise and Fitness is ideal for entry into the exercise and fitness sub-sector of the active leisure and learning sector.

Progression could be onto further training/education, including work-based qualifications in such areas as personal training or exercise referral.

The Pearson Edexcel Level 2 NVQ Diploma in Instructing Exercise and Fitness is part of a suite of qualifications in the same, and related, sectors offered by Pearson, across the different levels. Further qualifications offered include:

- Pearson BTEC Entry Level Award in Sport and Active Leisure
- Pearson BTEC Level 1 Award/Certificate/Diploma in Sport and Active Leisure
- Pearson Edexcel Level 1 NVQ Award in Sport and Active Leisure
- Pearson BTEC Level 2 Certificate/Extended Certificate/Diploma in Sport
- Pearson Edexcel Level 2 NVQ Certificate in Activity Leadership
- Pearson Edexcel Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services
- Pearson BTEC Level 3 Certificate/Subsidiary Diploma/Diploma/Extended Diploma in Sport
- Pearson BTEC Level 4 HNC Diploma in Sport
- Pearson BTEC Level 5 HND Diploma in Sport.

# What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Instructing Exercise and Fitness?

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Individual units can be found in the *Units* section.

## Qualification structure summary

The Total Qualification Time for this qualification is 370.

The Guided Learning Hours for this qualification are 242.

Learners must achieve the requirements of one of four pathways:

Gym-Based Exercise pathway: 22 credits from mandatory units plus 17 credits from the two units in Group A. A total of 39 credits.

Exercise to Music pathway: 22 credits from mandatory units plus 16 credits from the two units in Group B. A total of 38 credits.

Water-Based Exercise pathway: 22 credits from mandatory units plus 16 credits from the two units in Group C. A total of 38 credits.

Exercise and Physical Activity for Children pathway: 22 credits from mandatory units plus 15 credits from the two units in Group D. A total of 37 credits.

## Qualification structure

Pearson Edexcel Level 2 NVQ Certificate in Sport and Play Surfaces			
Unit Ref.	Mandatory units	Credit	Level
H/600/9013	Anatomy and physiology for exercise	6	2
A/601/7361	Work with clients to help them to adhere to exercise and physical activity	4	2
F/601/7362	Reflect on and develop own practice in providing exercise and physical activity	4	2
A/600/9017	Principles of exercise, fitness and health	4	2
D/601/4484	Promote health, safety and welfare in active leisure and recreation	4	2
Unit	Option Group A (Gym-Based Exercise)	Credit	Level
J/601/7363	Plan and prepare gym-based exercise	9	2
L/601/7364	Instruct and supervise gym-based exercise	8	2
Unit	Option Group B (Exercise to Music)	Credit	Level
R/601/7365	Plan and prepare group exercise to music	8	2
Y/601/7366	Instruct group exercise to music	8	2

<b>Unit</b>	<b>Option Group C (Water-Based Exercise)</b>	<b>Credit</b>	<b>Level</b>
D/601/7367	Plan and prepare water-based exercise	8	2
H/601/7368	Instruct water-based exercise	8	2
<b>Unit</b>	<b>Option Group D (Exercise and Physical Activity for Children)</b>	<b>Credit</b>	<b>Level</b>
K/601/7369	Plan and prepare health related exercise and physical activity for children	8	2
D/601/7370	Instruct health related exercise and physical activity to children	7	2

## How is the qualification graded and assessed?

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The overall grade for each qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

### Assessment requirements/strategy

The assessment requirements/strategy for this qualification have been included in *Annexe C*. They have been developed by SkillsActive in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

## Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- reflective accounts
- evidence of Recognition of Prior Learning.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, centres may develop their own.

## What do you need to offer this qualification?

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### Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

### Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

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Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

## What resources are required to deliver this qualification?

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Each qualification is designed to support learners working in the Active Learning and Learning sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.



# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					This is the formal title of the unit that will appear on the learners certificate
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>Level:</b>					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	



# Units



## **Unit 1: Anatomy and physiology for exercise**

**Unit reference number:** H/600/9013

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 41

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### **Unit summary**

This unit covers the knowledge an instructor needs about anatomy and physiology relating to exercise programming for apparently healthy adults of all ages.

### **Assessment requirements/evidence requirements**

Refer to Level 2 Fitness Instructing Assessment Strategy developed by SkillsActive, which can be found in the annexes of this document, or downloaded from SkillsActive's website.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
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			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand the structure and function of the skeleton	3.1			
		3.2			
		3.3			
		3.4			
		3.5			
		3.6			
		3.7			
4	Understand joints in the skeleton	3.1			
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Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Understand the muscular system	5.1 Identify the three types of muscle tissue 5.2 Define the characteristics and functions of the three types of muscle tissue 5.3 Describe the basic structure of skeletal muscle 5.4 Name and locate the anterior skeletal muscles 5.5 Name and locate the posterior skeletal muscles 5.6 Describe the structure and function of the pelvic floor muscles 5.7 Describe the different types of muscle action 5.8 Identify the joint actions brought about by specific muscle group contractions 5.9 Identify skeletal muscle fibre types and their characteristics			
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>			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
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			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)



## **Unit 2: Work with clients to help them to adhere to exercise and physical activity**

**Unit reference number:** A/601/7361

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 25

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to work with clients to help them to adhere to exercise and physical activity.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

### **Learning Outcomes 1, 3 and 5**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning Outcomes 2, 4 and 6**

These must be assessed using workplace evidence generated when the learner is working with clients to help them to adhere to exercise and physical activity.

When establishing and maintaining an effective relationship with clients the learner must cover one of the following types:

(a) clients

- 1 individuals
- 2 groups.

#### **Learning Outcome 4**

When motivating and supporting clients to adhere to exercise and physical activity the learner must cover one of the following types:

(a) clients

- 1 individuals
- 2 groups.

#### **Learning Outcome 6**

When providing ongoing customer service to clients the learner must cover one of the following types:

(a) clients

- 1 individuals
- 2 groups.

#### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to establish and maintain an effective relationship with clients	<p>1.1 Describe how to present a positive image of self and organisation</p> <p>1.2 Describe why the relationship between the instructor and client is important</p> <p>1.3 Identify the types of personal qualities that instructors need to develop in order to help and support clients</p> <p>1.4 Describe why clients need to understand the instructor's role and responsibilities</p> <p>1.5 Outline the extent and limitations of own role and responsibility when working with clients</p> <p>1.6 Describe how to communicate clearly with a range of different clients</p> <p>1.7 Describe what is meant by a 'professional relationship' between instructor and client</p> <p>1.8 Describe what is meant by 'valuing diversity' in a practical context when working with clients</p> <p>1.9 Identify the types of prejudice and discrimination that individual clients might experience and describe how to overcome these</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.10 Describe what is meant by 'confidentiality' and why it is important when working with clients, other staff and professionals</p> <p>1.11 Outline the types of information that may be subject to data protection/confidentiality</p> <p>1.12 Explain how to maintain client confidentiality in line with good practice</p> <p>1.13 Explain how abiding by the Exercise and Fitness Code of Ethical Practice acts to ensure that equality and diversity are reflected during the exercise session</p> <p>1.14 Identify the difference between advising on exercise participation and everyday lifestyle physical activity</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to establish and maintain an effective relationship with clients	<p>2.1 Present a positive image of self and organisation to clients</p> <p>2.2 Establish an effective working relationship with clients</p> <p>2.3 Clearly define own role and responsibilities with clients</p> <p>2.4 Communicate clearly with clients in a way that makes them feel valued</p> <p>2.5 Use communication and instructing styles that match client needs</p> <p>2.6 Maintain a relationship with clients which is in line with good practice and ethical requirements</p> <p>2.7 Maintain confidentiality requirements in line with good practice</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to motivate and support clients to adhere to exercise and physical activity	3.1 Describe the typical goals and expectations that clients have			
		3.2 Describe the types of barriers individual clients may face when undertaking physical activity and achieving their goals			
		3.3 Describe how clients can be helped to identify and overcome these barriers			
		3.4 Describe the types of incentives and rewards that may be appropriate to a range of different clients			
		3.5 Describe the types of exercise preferences that different clients may have			
		3.6 Explain why clients need to understand their own responsibility for personal motivation and fitness and how they can be assisted with this			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.7 Outline the communication skills needed to assist clients with motivation:</p> <ul style="list-style-type: none"> <li>– how to ask open-ended questions</li> <li>– basic listening skills</li> <li>– methods of gathering personal information</li> <li>– appropriate questioning techniques</li> <li>– interpreting client responses including body language and other forms of behaviour, especially when undertaking physical activity</li> <li>– means of summarising gathered information</li> </ul> <p>3.8 Describe the health benefits of regular physical exercise</p> <p>3.9 Define the amount of physical activity required to achieve health benefits</p> <p>3.10 Outline the range of different types of physical activity</p> <p>3.11 Describe how to assist clients to develop their own motivational strategy</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to motivate and support clients to adhere to exercise and physical activity	<p>4.1 Identify the clients' reasons for taking part in regular physical activity</p> <p>4.2 Identify appropriate incentives and rewards for the clients taking part in physical activity</p> <p>4.3 Identify the clients' preferences for exercise</p> <p>4.4 Ensure clients understand the benefits of taking part in exercise and physical activity</p> <p>4.5 Provide the clients with accurate information about the recommended amount of physical activity for them to derive health benefits</p> <p>4.6 Clearly inform the clients about other opportunities for regular physical activity appropriate to their needs, abilities and preferences</p> <p>4.7 Work with the clients to reduce the barriers to taking part in physical activity</p> <p>4.8 Work with the clients to make best use of incentives, preferences and rewards</p> <p>4.9 Help the clients to develop and follow through their own motivational strategies</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Understand how to provide ongoing customer service to clients	5.1 Describe the importance of client care both to the client and the organisation			
		5.2 Explain why it is important to deal effectively with client needs			
		5.3 Outline the types of information which clients need			
		5.4 Outline how to respond to requests according to the organisation's procedures			
		5.5 Identify where to source relevant information to meet clients needs			
		5.6 Outline what types of issues may need to be referred to another professional, when to refer them and who this professional may be in different situations			
		5.7 State the importance of explaining any delay in dealing with clients and describe how to do so effectively			

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

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## **Unit 3: Reflect on and develop own practice in providing exercise and physical activity**

**Unit reference number:** F/601/7362

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 23

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to reflect on and develop own practice in providing exercise and physical activity.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ
- within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

### **Learning Outcomes 1, 2 and 4**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning Outcomes 3 and 5**

These must be assessed using workplace evidence generated when the learner is reflecting on and developing own practice in providing exercise and physical activity.

### **Learning Outcome 3**

When reflecting on own professional practice the learner must cover one of the following types:

(a) clients

- 1 individuals
- 2 groups.

### **Learning Outcome 5**

When improving own professional practice and career opportunities the learner must cover six of the following types:

(a) aspects of professional practice

- 1 planning exercise
- 2 instructing exercise
- 3 observing and supporting clients
- 4 use of resources
- 5 communicating with clients
- 6 motivating clients.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to reflect on and develop own practice in providing exercise and physical activity	1.1 List the values or codes of practice relevant to the work being carried out and describe their importance			
		1.2 Describe the role of the fitness professional in the industry			
		1.3 Outline the importance of reflection and continuing professional development in helping clients to develop fitness and motivation			
		1.4 Outline the structure of the industry			
		1.5 Identify industry organisations and describe their relevance to the fitness professional			
		1.6 Outline appropriate registration systems and continuing professional development requirements			
		1.7 Describe employment opportunities in different sectors of the industry			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to reflect on own professional practice	2.1 Describe aspects of professional practice that should be reflected on			
		2.2 Outline the information that should be used to reflect on own professional practice			
		2.3 Describe different methods of collecting information and how to interpret it			
		2.4 Describe how to reflect on own professional practice			
		2.5 Identify key lessons and how to make use of these in future professional practice			
		2.6 Outline the importance of discussing ideas with another professional			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to reflect on own professional practice	3.1 Review the outcomes of working with clients, their feedback and feedback from other staff			
		3.2 Identify: <ul style="list-style-type: none"> <li>– how effective physical activities were</li> <li>– how effective and motivational the relationship with the client was</li> <li>– how well the professional codes of ethics were implemented when working with clients</li> <li>– how well the instructing style adopted matched clients' needs</li> <li>– how well the clients' exercise, including their health, safety and welfare were managed</li> <li>– the effectiveness of interacting and working with other members of staff</li> </ul>			
		3.3 Identify ways in which future practice can be improved			
		3.4 Discuss ideas with another professional and take account of their views			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to improve own professional practice and career opportunities	4.1 Identify how often professional practice should be reviewed			
		4.2 Outline how to access information on developments in exercise and physical activity			
		4.3 Identify areas in which further development in own professional practice is required			
		4.4 Describe the importance of having a personal action plan in place for own development			
		4.5 Outline the types of development activities that are available and how they can be accessed			
		4.6 Describe the importance of regularly reviewing and updating own personal action plan			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to improve own professional practice and career opportunities	5.1	Review own professional practice on a regular basis		
		5.2	Keep up to date with developments in exercise and physical activity		
		5.3	Consider own career goals		
		5.4	Develop a personal action plan that will help to improve professional practice and career prospects		
		5.5	Take part in relevant development activities as part of the personal action plan		
		5.6	Review own progress in developing professional practice and career prospects and update the personal action plan accordingly		

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## **Unit 4: Principles of exercise, fitness and health**

**Unit reference number:** A/600/9017

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 28

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### **Unit summary**

This unit covers knowledge an instructor needs to programme safe and effective exercise for a range of clients, the health benefits of physical activity and the importance of healthy eating.

### **Assessment requirements/evidence requirements**

Refer to Level 2 Fitness Instructing or Level 3 Personal Training Assessment Strategy developed by SkillsActive, which can be found in the annexes of this document, or downloaded from SkillsActive's website.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the effects of exercise on the body	1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training			
		1.2 Identify the short- and long-term effects of exercise on blood pressure			
		1.3 Describe the 'blood pooling' effect following exercise			
		1.4 Describe the effects of exercise on bones and joints including the significance of weight bearing exercise			
		1.5 Describe delayed onset of muscle soreness (DOMS)			
		1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness			
		1.7 Describe the short- and long- term effects of different types of exercise on muscle			
		1.8 Describe different exercises that can improve posture			
2	Understand the components of fitness	2.1 Define the components of health related fitness			
		2.2 Define the components of skill related fitness			
		2.3 Identify the factors that affect health and skill related fitness			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
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			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand the exercise contraindications and key safety guidelines for special populations	4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus)			
		4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients			
		4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16)			
		4.4 Describe the key safety considerations for working with disabled people			
5	Understand how to safely monitor exercise intensity	5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including: <ul style="list-style-type: none"> <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>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
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>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Understand the importance of healthy eating	7.1 Describe the national food model/guide			
		7.2 Describe key healthy eating advice that underpins a healthy diet			
		7.3 Explain the importance of adequate hydration			
		7.4 Explain professional role boundaries in relation to offering nutritional advice			
		7.5 Explain the dietary role of the key nutrients			
		7.6 Identify the common dietary sources of the key nutrients			
		7.7 Describe the energy balance equation			
		7.8 Explain the health risks of poor nutrition			

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## **Unit 5: Promote health, safety and welfare in active leisure and recreation**

**Unit reference number:** D/601/4484

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to promote health, safety and welfare in active leisure and recreation.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

### **Learning Outcomes 1, 2, 4, 6 and 8**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning Outcomes 3, 5, 7 and 9**

These must be assessed using workplace evidence generated when the learner is promoting health, safety and welfare in active leisure and recreation.

### **Learning Outcome 3**

When helping to control risks in the sport and activity environment, the learner must cover four of the following types:

(a) hazards

- 1 unsafe facilities or environment
- 2 unsafe equipment
- 3 unsafe working practices
- 4 unsafe behaviour
- 5 use of hazardous substances
- 6 security breaches
- 7 situations likely to cause emotional distress.

with three of the following types:

(b) methods of control

- 1 dealing with the hazard personally
- 2 reporting the hazard to the relevant colleague
- 3 protecting others from harm.

### **Learning Outcome 5**

When helping to safeguard and protect children and vulnerable adults, the learner must cover two of the following types:

(a) abuse (including bullying)

- 1 physical
- 2 emotional
- 3 neglect
- 4 sexual.

### **Learning Outcome 7**

When dealing with injuries and signs of illness, the learner must cover two of the following types:

(a) casualty

- 1 adult
- 2 child
- 3 person with particular needs.

with two of the following types:

(b) qualified assistance

- 1 qualified first aider
- 2 emergency services.

with two of the following types:

(c) condition

- 1 minor injury that can be dealt with on-site
- 2 minor illness that can be dealt with on-site
- 3 major injury requiring medical attention
- 4 major illness requiring medical attention
- 5 emotional distress.

## **Learning Outcome 9**

When following emergency procedures, the learner must cover two of the following types:

(a) people involved

- 1 adults
- 2 children
- 3 people with disabilities.

## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to promote health, safety and welfare in active leisure and recreation	1.1 List the values or codes of practice relevant to the work being carried out			
		1.2 Describe the requirements for health, safety and welfare relevant to own work, including Health and Safety at Work Act and requirements from relevant National Governing Bodies			
		1.3 Identify manufacturers' guidelines and instructions for the use of facilities and equipment			
		1.4 Describe why health, safety and welfare are important in an active leisure and recreation environment			
		1.5 Identify the persons responsible for health and safety in own workplace			
		1.6 Outline own organisation's security procedures			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to control risks in active leisure and recreation	2.1 Describe the types of hazards that are likely to occur in own area of work and the accidents and injuries each could cause			
		2.2 Outline how to identify hazards			
		2.3 List health, safety and security checks to be followed			
		2.4 Describe how to carry out basic risk assessments of the types of hazards that may occur			
		2.5 Describe why it is important to get advice from a relevant colleague if unsure about hazards and risks in own workplace			
		2.6 Identify who to ask if unsure about hazards and risks in own workplace			
		2.7 Describe how to deal correctly with the types of hazards that may occur in own workplace, taking account of risks			
		2.8 Identify documents relating to health and safety which may have to be completed			
		2.9 Outline how to complete health and safety documents correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.10 Outline why colleagues and customers should be encouraged to behave in a safe manner</p> <p>2.11 Describe how to encourage colleagues and customers to behave in a safe manner</p> <p>2.12 Outline why it is important to make suggestions about health and safety issues</p> <p>2.13 Describe how to make suggestions about health and safety issues</p> <p>2.14 Outline why it is important to identify and report any differences between health and safety requirements and own workplace policies and procedures</p> <p>2.15 Describe how to identify and report any differences between health and safety requirements and own workplace policies and procedure</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to help to control risks in the active leisure and recreation environment	3.1	Ensure that relevant and up to date health and safety information is available		
		3.2	Follow the relevant health and safety requirements at all times		
		3.3	Carry out health and safety checks as required		
		3.4	Identify hazards		
		3.5	Assess and control risks using organisational procedures		
		3.6	Get advice from relevant colleagues when unsure about hazards and risks		
		3.7	Pass on suggestions for improving health and safety to the relevant colleague		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to help to safeguard and protect children and vulnerable adults	4.1 Describe what is meant by safeguarding and protecting the welfare of children and vulnerable adults			
		4.2 Describe own role and responsibilities for safeguarding and protecting children and other vulnerable people			
		4.3 List the four of types of abuse			
		4.4 Outline the basic indicators and impact of each of the four types of abuse			
		4.5 Describe the risks that individual abusers or potential abusers pose to children and vulnerable people			
		4.6 Describe organisational policies and procedures in relation to safeguarding and protecting, including the reporting procedures			
		4.7 Outline what to do if concerned about possible abuse			
		4.8 Describe how to respond to a child or someone else disclosing abuse or concerns about abuse			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.9 Outline what to do if there are barriers to reporting own concerns</p> <p>4.10 Identify statutory agencies with responsibilities for safeguarding and protecting</p> <p>4.11 Outline when to contact statutory agencies with responsibilities for safeguarding and protecting</p> <p>4.12 Outline how to contact statutory agencies with responsibilities for safeguarding and protecting</p> <p>4.13 Describe why it is important to share concerns about possible abuse with others</p> <p>4.14 Describe the limits of own competence with regard to safeguarding and protecting</p> <p>4.15 Outline why it is important to treat information about possible abuse confidentially</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to help to safeguard and protect children and vulnerable adults	5.1 Ensure that up to date information on guidelines for safeguarding and protecting children and vulnerable adults is available			
		5.2 Identify what the policies and procedures mean for own job and area of work			
		5.3 Follow the relevant procedures for: <ul style="list-style-type: none"> <li>– Safeguarding and protecting children and vulnerable adults at all times</li> <li>– Protecting self from potential accusations</li> </ul>			
		5.4 Be alert to possible signs of abuse			
		5.5 Identify, record and report any concerns about the welfare of children and vulnerable adults, while maintaining confidentiality			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Know how to deal with injuries and signs of illness	6.1 List the types of accidents, injuries and illnesses that may occur in own area of work			
		6.2 Outline how to respond correctly to emotional distress			
		6.3 Outline how to deal with accidents, injuries and illnesses before qualified assistance arrives			
		6.4 Describe how to decide whether to contact the on-site first aider or immediately call the emergency services			
		6.5 Identify who is the on-site first aider and how to contact them			
		6.6 Describe the procedures to contact the emergency services			
		6.7 Outline why it is important to protect the casualty and others involved from further harm			
		6.8 Outline the procedures to protect the casualty and others			
		6.9 Outline why it is important to provide comfort and reassurance			
		6.10 Describe how to provide comfort and reassurance			
		6.11 Outline own responsibilities for reporting accidents			
		6.12 Outline the procedures for reporting accidents			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Be able to deal with injuries and signs of illness	7.1	Remain calm and follow organisational procedures		
		7.2	Protect the casualty and other people from further risk		
		7.3	Call for qualified assistance appropriate to the casualty's condition		
		7.4	Provide reassurance and comfort to the people involved		
		7.5	Give the qualified assistance clear and accurate information about what happened		
		7.6	Follow the relevant accident reporting procedures		
8	Know how to follow emergency procedures	8.1	Describe the emergency procedures in own place of work		
		8.2	Outline what instructions must be given to the people involved		
		8.3	Outline organisational reporting procedures for emergencies		
		8.4	Describe the types of problems that may occur when carrying out emergency procedures		
		8.5	Describe why problems that occur when carrying out emergency procedures should be reported		
		8.6	Identify who to report problems to		



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
9	Be able to follow emergency procedures	9.1 Give the people involved clear and correct instructions			
		9.2 Carry out own role in the emergency procedures calmly and correctly			
		9.3 Maintain the safety of the people involved			
		9.4 Follow the correct procedures for reporting the emergency			
		9.5 Report any problems with the emergency procedures to the relevant colleague			

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## **Unit 6: Plan and prepare gym-based exercise**

**Unit reference number:** J/601/7363

**Level:** 2

**Credit value:** 9

**Guided learning hours:** 43

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to plan and prepare gym-based exercise.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

### **Learning Outcomes 1, 2, 4 and 6**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning Outcomes 3, 5 and 7**

These must be assessed using workplace evidence generated when the learner is planning and preparing gym-based exercise.

### **Learning Outcome 3**

When collecting and analysing relevant information the learner must cover five of the following types:

(a) information

- 1 personal goals
- 2 lifestyle
- 3 medical history
- 4 physical activity history
- 5 physical activity preferences.

with three of the following types:

(b) methods

- 1 interview
- 2 questionnaire
- 3 observation
- 4 physical measurements.

with two of the following types:

(c) clients

- 1 individuals
- 2 groups.

with four of the following types:

(d) exercise to develop

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills.

## Learning Outcome 5

When planning a safe and effective gym-based exercise programme with clients the learner must cover four of the following types:

(a) objectives

- 1 improve fitness
- 2 improve motivation
- 3 address barriers to participation
- 4 improve skills and techniques
- 5 improve health
- 6 fun and enjoyment

with two of the following types:

(b) clients

- 1 individuals
- 2 groups

with four of the following types:

(c) exercise to develop

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills.

with three of the following types:

(d) hazards, relating to

- 1 the client
- 2 activities planned with the client
- 3 other activities happening at the same time.

## **Learning Outcome 7**

When preparing self and equipment for a gym-based exercise programme the learner must cover four of the following types:

(a) equipment

- 1 to develop cardiovascular fitness
- 2 to develop muscular fitness
- 3 to develop flexibility
- 4 to develop motor skills.

with two of the following types:

(b) clients

- 1 individuals
- 2 groups.

## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to plan and prepare gym-based exercise	1.1 Explain the importance of careful and thorough planning and preparation for physical activity			
		1.2 Outline the needs and potential of the clients including reasons for and barriers to participation in the activity			
		1.3 Describe how to motivate clients to take part in exercise			
		1.4 Describe exercises that are safe and appropriate for clients including alternatives to potentially harmful exercises			
		1.5 Identify safe and effective alignment of exercise positions			
		1.6 Describe how to plan to use a range of cardiovascular and resistance machines including free weights (barbells, dumbbells, collars, benches)			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to collect and analyse relevant information	2.1 Describe the screening process and the factors which affect the ability to exercise			
		2.2 Identify the information needed to plan gym-based exercise and describe why this information is important			
		2.3 Identify the range of different methods that may be used to collect information including questionnaire, interview, observation and physical measurements			
		2.4 Identify reasons for temporary deferral of exercise			
		2.5 Identify why it may be necessary to refer the client to another professional			
		2.6 Describe the purpose of the informed consent			
		2.7 Outline the emergency procedures of the facility/organisation			
		2.8 Explain the purpose of the Physical Activity Readiness Questionnaire (PAR-Q) and how to record and interpret the information provided			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to collect and analyse relevant information	3.1 Collect the information needed to plan gym-based exercise			
		3.2 Ensure the information is accurate and up to date			
		3.3 Analyse the information and identify the implications for gym-based exercise			
		3.4 Refer any clients whose needs and potential cannot be met to another professional			
		3.5 Maintain client confidentiality in line with good practice procedures			
4	Know how to plan a safe and effective gym-based exercise programme with clients	4.1 Explain how to identify and agree objectives for a programme based on collected information			
		4.2 Describe how to use a range of equipment to achieve the clients' goals			
		4.3 Outline the health and environmental factors which can influence safety and group/individual working space			
		4.4 Describe why it is important to agree goals with clients			
		4.5 Describe how to record plans in the required format			
		4.6 Outline risk assessment/management procedures			
		4.7 Explain the consequences of failing to manage health and safety			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to plan a safe and effective gym-based exercise programme with clients	5.1 Identify and agree objectives that are appropriate to: <ul style="list-style-type: none"> <li>– the needs and potential of participants</li> <li>– accepted good practice in the industry</li> <li>– own level of competence</li> </ul>			
		5.2 Plan and agree a programme of gym-based exercise with clients to achieve planned objectives			
		5.3 Identify any hazards and assess the risk of these hazards actually causing harm			
		5.4 Plan how to minimise identified risks with clients			
		5.5 Get advice from another professional if there are any objectives, exercises or hazards beyond own level of competence			
		5.6 Agree realistic timings and sequences for exercise			
		5.7 Record plans in the appropriate format			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Know how to prepare self and equipment for a gym-based exercise programme	6.1 Outline the organisation's guidelines for replacement of equipment			
		6.2 Outline the manufacturers' guidelines for the checking and maintenance of cardiovascular and resistance training machines			
		6.3 Describe how to prepare a range of cardiovascular, resistance machines and free weights for use including weights, barbells, dumbbells, collars, benches and protective floor/mats			
		6.4 Describe how to safely store free weight equipment			
		6.5 Identify what to look for when checking equipment			
		6.6 Describe safe manual handling techniques			
		6.7 Describe the importance of health and safety in the facility and paying close attention to possible hazards			
		6.8 Outline the types of hazards that may occur in the facility and how to identify and deal with these			
		6.9 Describe reporting procedures for health and safety			
		6.10 Explain how to ensure an instructor is fully prepared to instruct gym-based exercise			

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## **Unit 7: Instruct and supervise gym-based exercise**

**Unit reference number:** L/601/7364

**Level:** 2

**Credit value:** 8

**Guided learning hours:** 43

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to instruct and supervise gym-based exercise.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

### **Learning Outcomes 1, 3, 5 and 7**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning Outcomes 2, 4, 6 and 8**

These must be assessed using workplace evidence generated when the learner is instructing and supervising gym-based exercise.

## **Learning Outcome 2**

When preparing clients for gym-based exercise the learner must cover three of the following types:

(a) exercises

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

with two of the following types:

(b) clients

- 1 individuals
- 2 groups.

## **Learning Outcome 4**

When instructing gym-based exercise the learner must cover three of the following types:

(a) exercises

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

with two of the following types:

(b) clients

- 1 individuals
- 2 groups.

## **Learning Outcome 6**

When observing and supervising gym-based exercise the learner must cover three of the following types:

(a) exercises

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

with two of the following types:

(b) clients

- 1 individuals
- 2 groups.

## **Learning Outcome 8**

When bringing a gym-based exercise session to an end the learner must cover two of the following types:

(a) sessions, covering

- 1 cardiovascular
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

with two of the following types:

(b) clients

- 1 individuals
- 2 groups.

## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to prepare clients for gym-based exercise	<p>1.1 Explain the purpose and value of a warm-up</p> <p>1.2 Explain why clients need to understand the purpose and value of a warm-up</p> <p>1.3 Describe safe and effective warm-up activities for gym-based exercise</p> <p>1.4 Explain the importance of fitness advice and how to offer it in gym-based physical activity</p>			
2	Be able to prepare clients for gym-based exercise	<p>2.1 Ensure the environment and equipment is prepared for the agreed exercises</p> <p>2.2 Meet the clients punctually and help them feel welcome and at ease</p> <p>2.3 Collect any new information that is required</p> <p>2.4 Explain the agreed exercises and their demands, including physical and technical demands</p> <p>2.5 Motivate the clients in a way that is appropriate to them</p> <p>2.6 Advise clients of the facility's emergency procedures</p> <p>2.7 Confirm or revise what has been agreed with the clients</p>			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Know how to instruct gym-based exercise	3.1 Describe the purpose of the exercises included in the programme			
		3.2 Describe a range of exercises that are safe and appropriate for clients			
		3.3 Describe the types of special requirements that clients may have			
		3.4 Describe a range of exercises that are safe and appropriate for clients			
		3.5 Describe how to break exercise/movements down to their component parts			
		3.6 Describe how to develop client's coordination by building exercises/movements up gradually			
		3.7 Outline the information that must be given to other people who are involved in the client's gym-based programme			
4	Be able to instruct gym-based exercise	4.1 Use warm-up and cool-down activities that are safe and effective for the clients			
		4.2 Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions appropriate to clients' needs and level of experience			
		4.3 Check the clients' understanding of instructions and give them the opportunity to ask questions			
		4.4 Ensure the clients carry out exercises in a safe and effective manner			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		4.5 Give the clients the necessary information and motivate them to continue to carry out the exercises without direct supervision 4.6 Keep to the planned timings for the session 4.7 Manage group behaviour as appropriate			
5	Know how to observe and supervise gym-based exercise	5.1 Outline the needs and potential of the clients 5.2 Identify the types of hazards that may occur during a session and how to manage these 5.3 Outline the reporting procedures for health and safety 5.4 Identify safe and effective alignment of exercise positions 5.5 Identify a range of alternative exercises for adaptation including any appropriate progressions and regressions 5.6 Outline the importance/methods of voice projection to include the effective use of volume and pitch of voice			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to observe and supervise gym-based exercise	6.1 Move around the area so that all clients can be observed and respond to their needs in a fair and equitable way			
		6.2 Monitor exercise intensity using appropriate method/s			
		6.3 Make sure all clients can take part in the exercises			
		6.4 Monitor the safety and effectiveness of the exercises and adapt these accordingly with suitable progressions/regressions			
		6.5 Provide feedback and instructing points which are timely, clear and motivational			
		6.6 Encourage and support clients to take responsibility for their own fitness			
		6.7 Review clients' progress and offer fitness advice in response to clients' changing needs			
		6.8 Give clients the chance to ask questions and provide them with appropriate and clear information			
		6.9 Refer clients to another professional when their needs go beyond own level of competence			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Know how to bring a gym-based exercise session to an end	<p>7.1 Explain the purpose and value of a cool-down</p> <p>7.2 Explain why clients need to understand purpose and value of a cool-down</p> <p>7.3 Describe safe and effective cool-down activities for gym-based exercise</p>			
8	Be able to bring a gym-based exercise session to an end	<p>8.1 Allow sufficient time to end the session according to the clients' level of experience</p> <p>8.2 End the session using cool-down activities that are safe and effective for the clients</p> <p>8.3 Give the clients an accurate feedback summary on the session</p> <p>8.4 Give the clients the opportunity to:</p> <ul style="list-style-type: none"> <li>– reflect on the session</li> <li>– ask questions</li> <li>– provide feedback</li> <li>– identify their further needs</li> </ul> <p>8.5 Make sure the clients have the necessary information about future activities and review procedures</p> <p>8.6 Follow the correct procedures for checking and dealing with any equipment used</p> <p>8.7 Leave the environment in a condition acceptable for future use</p> <p>8.8 Pass on suggestions for improving health and safety to a competent person or agency</p>			

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## **Unit 8: Plan and prepare group exercise to music**

**Unit reference number:** R/601/7365

**Level:** 2

**Credit value:** 8

**Guided learning hours:** 33

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to plan and prepare group exercise to music.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

### **Learning Outcomes 1, 2, 4 and 6**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning Outcomes 3, 5 and 7**

These must be assessed using workplace evidence generated when the learner is planning and preparing group exercise to music.

### **Learning Outcome 3**

When collecting and analysing relevant information the learner must cover three of the following types:

(a) sessions, covering

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

### **Learning Outcome 5**

When planning safe and effective group exercise to music the learner must cover five of the following types:

(a) objectives

- 1 improve fitness
- 2 improve motivation
- 3 address barriers to participation
- 4 improve skills and techniques
- 5 provide opportunities for fun and enjoyment.

with three of the following types:

(b) sessions, covering

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

with three of the following types:

(c) hazards, relating to

- 1 the participants
- 2 the planned activities
- 3 other activities happening at the same time.



## **Learning Outcome 7**

When preparing self and equipment for group exercise to music the learner must cover three of the following types:

(a) sessions, covering

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to plan and prepare group exercise to music	1.1 Explain the importance of careful and thorough planning and preparation for sessions			
		1.2 Outline the needs and potential of the participants including reasons for and barriers to participation in the session			
		1.3 Describe exercises that are safe and appropriate for participants including alternatives to potentially harmful exercises			
		1.4 Identify safe and effective alignment of exercise positions			
		1.5 Describe how to work to the structure and phrase of the music			
		1.6 Identify the suitable speed and type of music for the participants and section of the class			
		1.7 Outline the legalities covering the use of music			
		1.8 Explain effective cueing			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to collect and analyse relevant information	2.1	Outline the range of different methods that may be used to collect information including questionnaire, interview, observation and physical measurements		
		2.2	Describe how to use the range of different methods that may be used to collect information		
		2.3	Describe the screening process and the factors which affect the ability to exercise		
		2.4	Identify reasons for temporary deferral of exercise		
		2.5	Identify why it may be necessary to refer the client to another professional		
		2.6	Describe the purpose of the informed consent		
		2.7	Outline the emergency procedures of the facility/organisation		
		2.8	Explain the purpose of the Physical Activity Readiness Questionnaire (PAR-Q) and how to record and interpret information provided, if required		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to collect and analyse relevant information	3.1 Collect the information needed to plan group exercise sessions			
		3.2 Ensure the information is accurate and up to date			
		3.3 Analyse the information and identify the implications for group exercise to music			
		3.4 Refer any participants whose needs and potential cannot be met to another professional			
		3.5 Maintain client confidentiality in line with good practice procedures			
4	Know how to plan safe and effective group exercise to music	4.1 Explain how to identify and agree objectives for sessions based on collected information			
		4.2 Describe how to use a range of equipment to achieve required fitness development			
		4.3 Outline the health and environmental factors which can influence safety and group/individual working space			
		4.4 Describe how to record plans in the required format			
		4.5 Outline risk assessment/management procedures			
		4.6 Explain the consequences of failing to manage health and safety			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to plan safe and effective group exercise to music	5.1 Identify and agree objectives that are appropriate to: <ul style="list-style-type: none"> <li>– the needs and potential of participants</li> <li>– accepted good practice in the industry</li> <li>– own level of competence</li> <li>– the aims of the session</li> </ul>			
		5.2 Plan sessions that will help all the participants take part and achieve planned objectives			
		5.3 Identify hazards and assess the risk of these hazards actually causing harm			
		5.4 Plan how to minimise identified risks with clients			
		5.5 Plan realistic timings and original choreography for sessions			
		5.6 Record plans in the appropriate format			
		5.7 Get advice from another professional if there are any objectives, exercises or hazards beyond own level of competence			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Know how to prepare self and equipment for group exercise to music	6.1 Outline the manufacturers' guidelines and organisation's guidelines for replacement of equipment			
		6.2 List a range of equipment used in group exercise sessions			
		6.3 Describe how to safely store equipment			
		6.4 Identify what to look for when checking equipment			
		6.5 Describe safe manual handling techniques			
7	Be able to prepare self and equipment for group exercise to music	7.1 Identify and select the correct equipment for the sessions			
		7.2 Check the equipment is in safe working order			
		7.3 Lift and handle the equipment in a way that prevents injury and damage			
		7.4 Ensure/organise sufficient space for safe exercise performance			
		7.5 Provide sufficient equipment for the participants			
		7.6 Be fully prepared to supervise the sessions			
		7.7 Follow correct health and safety procedures for any unsafe equipment			

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<b>Unit 9:</b>	<b>Instruct group exercise to music</b>
<b>Unit reference number:</b>	Y/601/7366
<b>Level:</b>	2
<b>Credit value:</b>	8
<b>Guided learning hours:</b>	43

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to instruct group exercise to music.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

### **Learning Outcomes 1, 3, 5 and 7**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning Outcomes 2, 4, 6 and 8**

These must be assessed using workplace evidence generated when the learner is instructing group exercise to music.

## **Learning Outcome 2**

When preparing participants for group exercise to music the learner must cover three of the following types:

(a) exercises

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

## **Learning Outcome 4**

When safely instructing group exercise to participants the learner must cover three of the following types:

(a) exercises

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

## **Learning Outcome 6**

When helping participants improve their performance the learner must cover three of the following types:

(a) exercises

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

with five of the following types:

(b) teaching methods

- 1 changing teaching positions
- 2 asking questions
- 3 making adaptations and progressions
- 4 verbal and visual communications
- 5 mirroring.

## **Learning Outcome 8**

When bringing a group exercise to music session to an end the learner must cover three of the following types:

(a) sessions

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to prepare participants for group exercise to music	1.1 Explain the purpose and value of warm-up 1.2 Explain why participants need to understand the purpose and value of warm-up 1.3 Describe safe and effective warm-up activities for group exercise to music 1.4 Identify reasons for temporary deferral of exercise			
2	Be able to prepare participants for group exercise to music	2.1 Arrive in time to set up the session, meet the participants punctually and make them feel welcome and at ease 2.2 Check participants' level of experience and ability for the session, identifying any new participants 2.3 Explain the demands of the session including physical and technical 2.4 Ask participants if they have any illnesses or injuries and advise individuals of any reasons why they should not participate in the exercises 2.5 Provide participants with clear information about the planned activities for the session and explain the exercises 2.6 Choose and apply methods of motivating participants that are appropriate to them and accepted good practice			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.7 Advise participants of the facility's emergency procedures and health and safety requirements for the session			
		2.8 Confirm or revise plans for the session with participants if necessary			
3	Know how to safely instruct group exercise to music to participants	3.1 Describe the purpose of the exercises included in the session 3.2 Describe a range of exercises that are safe and appropriate for participants 3.3 Outline the importance/methods of voice projection including effective use of volume and pitch of voice with and without a microphone 3.4 Describe the structure of music, suitability of speed and type of music for the participants and section of the class 3.5 Explain how to work to the structure and phrase of the music 3.6 Explain effective cueing 3.7 Outline the legalities of the use of music 3.8 Identify the types of hazards that may occur during a session and how to manage these 3.9 Outline the reporting procedures for health and safety 3.10 Outline the information that must be given to other people who are involved in the session			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to safely instruct group exercise to music to participants	4.1 Prepare participants physically for the exercises using safe and effective warm-ups			
		4.2 Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions appropriate to participants' needs and level of experience			
		4.3 Give participants the opportunity to ask questions			
		4.4 Provide effective cueing to enable participants to work to the structure of music			
		4.5 Use volume and pitch of the voice effectively relative to the music			
		4.6 Ensure that participants take part in the exercises in a safe manner			
		4.7 Monitor exercise intensity using appropriate method/s			
		4.8 Keep to the planned timings for the exercises			
		4.9 Apply the appropriate code of practice during the session			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Know how to help participants improve their performance	5.1	Outline the needs and potential of the participants		
		5.2	Describe the types of special requirements that participants may have		
		5.3	Describe how to adapt session plans, equipment and facilities to meet the special requirements that participants may have		
		5.4	Describe how to break exercise/movements down to their component parts		
		5.5	Describe how to develop participant coordination by building exercises/movements up gradually, including layering techniques and holding patterns		
		5.6	Describe effective methods of building combinations of movements		
		5.7	Identify a range of alternative exercises for adaptation including any appropriate progressions and regressions		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to help participants improve their performance	6.1 Provide appropriate attention and motivation to all participants			
		6.2 Observe participants' performance throughout the session from appropriate instructing positions			
		6.3 Check regularly for the participants ability to perform the exercises and provide appropriate progressions/regressions			
		6.4 Use appropriate teaching methods to correct and reinforce technique			
		6.5 Build up exercises gradually and explain the purpose of exercises			
		6.6 Provide instructing points and feedback which is timely, clear and helps participants achieve their objectives			
		6.7 Adapt the activities to respond to the changing needs of the participants, equipment and environment during the session			
7	Know how to bring a group exercise to music session to an end	7.1 Explain the purpose and value of a cool-down			
		7.2 Explain why participants need to understand the purpose and value of a cool-down			
		7.3 Describe safe and effective cool-down activities for group exercise to music			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
8	Be able to bring a group exercise to music session to an end	8.1 Allow sufficient time to end the session according to the participants' level of experience			
		8.2 End the session using cool-down activities that are safe and effective for the participants			
		8.3 Give the participants an accurate feedback summary on the session and its benefits			
		8.4 Give the participants the opportunity to: <ul style="list-style-type: none"> <li>– think about the session</li> <li>– ask questions</li> <li>– provide feedback</li> <li>– identify their further needs</li> </ul>			
		8.5 Ensure the participants have information about future sessions			
		8.6 Follow the correct procedures for checking and dealing with any equipment used			
		8.7 Leave the environment in a condition acceptable for future use			
		8.8 Pass on suggestions for improving health and safety to a competent person or agency			

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*(if sampled)*

## **Unit 10: Plan and prepare water-based exercise**

**Unit reference number:** D/601/7367

**Level:** 2

**Credit value:** 8

**Guided learning hours:** 35

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to plan and prepare water-based exercise.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

### **Learning Outcomes 1, 2, 4 and 6**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning Outcomes 3, 5 and 7**

These must be assessed using workplace evidence generated when the learner is planning and preparing water-based exercise.

### **Learning Outcome 3**

When collecting and analysing relevant information the learner must cover one of the following types:

(a) session environment

- 1 shallow water
- 2 deep water.

### **Learning Outcome 5**

When planning safe and effective water-based exercise the learner must cover five of the following types:

(a) objectives

- 1 improve fitness
- 2 improve motivation
- 3 address barriers to participation
- 4 improve skills and techniques
- 5 provide opportunities for fun and enjoyment.

with one of the following types:

(b) session environment

- 1 shallow water
- 2 deep water.

with three of the following types:

(c) hazards, relating to

- 1 the client
- 2 the planned activities
- 3 other activities happening at the same time.

### **Learning Outcome 7**

When preparing equipment for water-based exercise the learner must cover one of the following types:

(a) session environment

- 1 shallow water
- 2 deep water.

## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to plan and prepare water-based exercise	1.1 Explain the importance of careful and thorough planning and preparation for sessions 1.2 Identify safe entries and exits to a pool 1.3 Outline the needs and potential of the clients including reasons for and barriers to participation in the session 1.4 Describe exercises that are safe and appropriate for clients including alternatives to potentially harmful exercises 1.5 Identify safe and effective alignment of exercise positions 1.6 Describe safe and effective pacing and speed of exercises in a water-based environment 1.7 Describe how music can enhance a session and the suitability of speed and type of music for the participants and section of the class 1.8 Outline the legalities covering the use of music 1.9 Explain effective cueing			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to collect and analyse relevant information	2.1			
		2.2			
		2.3			
		2.4			
		2.5			
		2.6			
		2.7			
		2.8			
3	Be able to collect and analyse relevant information	3.1			
		3.2			
		3.3			
		3.4			
		3.5			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to plan safe and effective water-based exercise	4.1 Explain how to identify and agree objectives for sessions based on collected information			
		4.2 Outline the effect of environmental factors including water temperature and depth, humidity and air temperature on participation in water-based exercise			
		4.3 Describe the effects of thermoregulation on class structure			
		4.4 Describe the considerations for the inclusion of non-swimmers			
		4.5 Outline the health and environmental factors which can influence safety and group/individual working space			
		4.6 Explain how to use a range of resistance and buoyancy equipment to achieve the required fitness development			
		4.7 Describe the safe use of electrical equipment in a pool environment			
		4.8 Describe how to record plans in the required format			
		4.9 Outline risk assessment/management procedures			
		4.10 Explain the consequences of failing to manage health and safety			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to plan safe and effective water-based exercise	5.1 Identify objectives that are appropriate to: <ul style="list-style-type: none"> <li>– the needs and potential of clients,</li> <li>– accepted good practice in the industry</li> <li>– own level of competence</li> <li>– the aims of the session</li> </ul>			
		5.2 Plan sessions that will help the clients take part and achieve planned objectives			
		5.3 Plan for the use of music where appropriate to the session			
		5.4 Identify hazards and carry out a risk assessment			
		5.5 Plan how to minimise risks			
		5.6 Get advice from another professional if there are any objectives, exercises or hazards beyond own level of competence			
		5.7 Plan realistic timings and sequences for sessions			
		5.8 Record plans in the required format			
6	Know how to prepare equipment for water-based exercise	6.1 Outline the manufacturers' guidelines and organisations' guidelines for replacement of equipment			
		6.2 Describe the safe use, storage, checking and maintenance of equipment			
		6.3 Describe safe manual handling techniques			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Be able to prepare equipment for water-based exercise	7.1 Identify and select the correct equipment for the sessions			
		7.2 Check the equipment is in safe working order			
		7.3 Lift and handle the equipment in a way that prevents injury and damage			
		7.4 Ensure there is sufficient space for safe exercise performance			
		7.5 Provide sufficient equipment for the clients			
		7.6 Follow correct health and safety procedures for any unsafe equipment			

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## **Unit 11: Instruct water-based exercise**

**Unit reference number:** H/601/7368

**Level:** 2

**Credit value:** 8

**Guided learning hours:** 41

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to instruct water-based exercise.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

### **Learning Outcomes 1, 2, 4, 6 and 8**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning Outcomes 3, 5, 7 and 9**

These must be assessed using workplace evidence generated when the learner is instructing water-based exercise.

### **Learning Outcome 3**

When preparing participants for water-based exercise the learner must cover one of the following types:

(a) session environment

- 1 shallow water
- 2 deep water.

with three of the following types:

(b) exercises

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills.

### **Learning Outcome 5**

When safely instructing water-based exercise to participants the learner must cover one of the following types:

(a) session environment

- 1 shallow water
- 2 deep water.

with three of the following types:

(b) exercises

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills.

## **Learning Outcome 7**

When helping participants improve their performance the learner must cover one of the following types:

(a) session environment

- 1 shallow water
- 2 deep water.

with three of the following types:

(b) exercises

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills.

with five of the following types:

(c) teaching methods

- 1 changing teaching positions
- 2 asking questions
- 3 making adaptations and progressions
- 4 verbal and visual communications and interactions
- 5 mirroring.

## **Learning Outcome 9**

When bringing a water-based exercise session to an end the learner must cover one of the following types:

(a) session environment

- 1 shallow water
- 2 deep water.

## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand water-based exercise	1.1 Describe the effects of water-based physical activity on energy expenditure			
		1.2 Describe the effect of levers, gravity, buoyancy, floatation, turbulence and resistance on water-based exercise			
		1.3 Describe the use of synergistic arm movements and muscle contractions in the water			
		1.4 Outline theories of lift/propulsion and their applications in water-based exercise			
		1.5 Describe the effect water has on the body			
		1.6 Describe how to prevent injury in water-based activities			
		1.7 Describe how water-based activities can contribute to injury rehabilitation			
		1.8 Explain how water-based exercise can contribute to weight management			
		1.9 Explain the importance of health and safety in the facility and of paying close attention to possible hazards in the water-based environment			
		1.10 Explain the risks of using electrical equipment on the poolside and how to minimise these risks			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to prepare participants for water-based exercise	2.1 Explain the purpose and value of a warm-up			
		2.2 Explain why participants need to understand the purpose and value of a warm-up			
		2.3 Describe safe and effective warm-up activities for water-based exercise			
		2.4 Identify reasons for temporary deferral of exercise			
3	Be able to prepare participants for water-based exercise	3.1 Arrive in time to set up the session, meet the participants punctually and make them feel welcome and at ease			
		3.2 Check participants' level of experience and ability for the session, identifying any new participants			
		3.3 Explain the demands of the session including physical and technical			
		3.4 Ask participants if they have any illnesses or injuries and advise individuals of any reasons why they should not participate in the session			
		3.5 Provide participants with clear information about the planned activities for the session and explain the exercises and their benefits			
		3.6 Choose and apply methods of motivating participants that are appropriate to them and accepted good practice			
		3.7 Advise participants of the facility's emergency procedures and health and safety requirements for the session			
		3.8 Confirm or revise plans for the session if necessary			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to safely instruct water-based exercise to participants	4.1 Describe the purpose of the exercises included in the session			
		4.2 Describe safe and effective pacing and speed of exercises in a water-based environment			
		4.3 Outline the importance/methods of voice projection including effective use of volume and pitch of voice with and without a microphone			
		4.4 Describe the structure of music, suitability of speed and type of music for the participants and section of the class			
		4.5 Explain how to work to the structure and phrase of the music			
		4.6 Explain effective cueing			
		4.7 Outlines the legalities covering of the use of music			
		4.8 Identify potential concerns for own safety and wellbeing when instructing in the water-based environment			
		4.9 Describe appropriate attire for the participants and instructor			
		4.10 Identify the types of new hazards that may occur during a session and how to manage them			
		4.11 Describe how to safely and effectively space class participants in the water			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		4.12 Outline the reporting procedures for health and safety 4.13 Outline the information specific to the water-based environment that must be given to other people who are involved in the session			
5	Be able to safely instruct water-based exercise to participants	5.1 Prepare participants physically for the exercises using safe and effective warm-ups 5.2 Give explanations and demonstrations of exercises that are technically correct with safe and effective alignment of exercise positions as appropriate to participants' needs and level of experience 5.3 Vary the pace to suit the participants and ensure effectiveness in the water 5.4 Give participants the opportunity to ask questions 5.5 Communicate clearly, using volume and pitch of the voice effectively 5.6 Ensure that participants take part in the session in a safe manner 5.7 Monitor exercise intensity using appropriate method/s 5.8 Keep to the planned timings for the session 5.9 Apply the appropriate code of practice when working with participants during the session			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Know how to help participants improve their performance	<p>6.1 Outline the needs and potential of the participants</p> <p>6.2 Describe the types of special requirements that participants may have</p> <p>6.3 Describe how to adapt session plans, equipment and environment to meet the special requirements participants may have</p> <p>6.4 Describe a range of exercises that are safe, appropriate and effective for the participants</p> <p>6.5 Identify a range of alternative exercises for adaptation including any appropriate progressions and regressions</p> <p>6.6 Describe the purpose of exercises and how to break exercise/movements down to their component parts</p> <p>6.7 Describe how to develop client coordination by building exercises/movements up gradually</p> <p>6.8 Describe effective methods of building combinations of movements</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Be able to help participants improve their performance	7.1	Provide appropriate attention and motivation to participants		
		7.2	Observe participants' performance throughout the session from an appropriate instructing position		
		7.3	Check regularly for the participants' ability to perform the exercises and provide appropriate progressions/regressions		
		7.4	Use appropriate teaching methods to correct and reinforce technique		
		7.5	Develop exercises gradually and explain the purpose of the exercises and their benefits		
		7.6	Provide clear support and feedback which helps participants achieve their objectives		
		7.7	Adapt the activities to respond to the changing needs of the participants, equipment and environment during the session		
8	Know how to bring a water-based exercise session to an end	8.1	Explain the purpose and value of a cool-down		
		8.2	Explain why participants need to understand the purpose and value of a cool-down		
		8.3	Describe safe and effective cool-down activities for water-based exercise		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
9	Be able to bring a water-based exercise session to an end	9.1 Allow sufficient time to end the session according to the participants' level of experience			
		9.2 End the session using cool-down activities that are safe and effective for the participants			
		9.3 Give the participants an accurate feedback summary on the session and its benefits			
		9.4 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 their further needs</li> </ul>			
		9.5 Ensure the participants have information about future sessions			
		9.6 Follow the correct procedures for checking and storing equipment used			
		9.7 Leave the environment in a condition acceptable for future use			
		9.8 Pass on any health and safety issues arising during the session to an appropriate person			

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## **Unit 12: Plan and prepare health related exercise and physical activity for children**

**Unit reference number:** K/601/7369

**Level:** 2

**Credit value:** 8

**Guided learning hours:** 55

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to plan and prepare health related exercise and physical activity for children.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

### **Learning Outcomes 1, 2, 3 and 5**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning Outcomes 4 and 6**

These must be assessed using workplace evidence generated when the learner is planning and preparing health related exercise and physical activity for children.

## **Learning Outcome 4**

When collecting and analysing relevant information the learner must cover five of the following types:

(a) information

- 1 emergency contact
- 2 parent/guardian details
- 3 personal goals
- 4 lifestyle
- 5 medical history
- 6 physical activity history
- 7 physical activity likes and dislikes.

with two of the following types:

(b) information sources

- 1 child
- 2 parents/carers
- 3 school.

## **Learning Outcome 6**

When planning safe and effective exercise and physical activity for children the learner must cover five of the following types:

(a) objectives

- 1 promote and enhance activity levels
- 2 improve social skills
- 3 personal development
- 4 improve skills and techniques
- 5 provide opportunities for fun and enjoyment.

## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand anatomy and physiology relating to children	1.1 Explain bone formation with particular emphasis on potential injuries resulting from intense training, changes relating to bone density, joint stability, function and posture			
		1.2 Describe the implications of growth and development during the various stages of child development			
		1.3 Describe preventative measures to avoid growth-related injuries			
		1.4 Describe the benefits of strength gains in children			
		1.5 Outline the general responses of the cardiovascular system to training in children			
		1.6 Describe ways of monitoring levels of exertion in children			
		1.7 Describe the benefits of cardiovascular training in children			
		1.8 Describe the importance of rehydration and body heat regulation in children and how to take account of these			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand social, emotional and psychological considerations related to children	2.1 Describe the social, emotional and psychological benefits of children taking part in regular physical activity			
		2.2 Identify positive ways of promoting social, emotional and psychological benefits to parents/carers			
		2.3 Describe the role of the instructor in providing solutions to assist in building children's confidence			
		2.4 Outline the motivational factors that may assist children of all ages to enjoy the session and adhere to physical activity			
		2.5 Describe the common physical and psychological barriers to physical activity that children may face and how to respond to these			
		2.6 Outline current national guidelines covering the health, safety and welfare of children and describe how to implement these during physical activity sessions with children			
		2.7 Describe exercises that are safe and appropriate for children of all ages, including alternatives to potentially harmful physical activities			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Know how to collect and analyse relevant information	3.1			
		3.2			
		3.3			
		3.4			
		3.5			
		3.6			
		3.7			
4	Be able to collect and analyse relevant information	4.1			
		4.2			
		4.3			
		4.4			
		4.5			
		4.6			
		4.7			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Know how to plan safe and effective exercise and physical activity for children	5.1 Explain how to identify objectives for sessions based on collected information			
		5.2 Explain how to apply the principles and variables of fitness to a range of activities which will achieve various health benefits and the required levels of physical activity in children			
		5.3 Describe how music can enhance a session and the suitability of speed and type of music for the participants and section of the class			
		5.4 Outline the legalities covering the use of music			
		5.5 Describe how to use a range of physical resources appropriate to children to achieve required levels of activity			
		5.6 Outline the health and environmental factors which can influence safety and group/individual working space			
		5.7 Explain the importance and application of warm-up and cool-down when designing physical activity for children			
		5.8 Describe how to record plans in the appropriate form			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to plan safe and effective exercise and physical activity for children	6.1 Identify objectives that are appropriate to: <ul style="list-style-type: none"> <li>– the needs and potential of the children</li> <li>– accepted good practice in the industry</li> <li>– own level of competence</li> <li>– the aims of the session</li> </ul>			
		6.2 Plan sessions that will help all the children take part and achieve the planned objectives			
		6.3 Structure the session so that the children will be motivated to adhere to physical activity			
		6.4 Plan realistic timings for sessions			
		6.5 Identify ground rules for behaviour that will minimise risks to the children			
		6.6 Record plans in the required format			
		6.7 Get advice from another professional if there are any objectives, exercises or hazards beyond own level of competence			

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## **Unit 13: Instruct health related exercise and physical activity to children**

**Unit reference number:** D/601/7370

**Level:** 2

**Credit value:** 7

**Guided learning hours:** 40

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to instruct health related exercise and physical activity to children.

### **Assessment requirements/evidence requirements**

This unit must be assessed in accordance with the following three documents, which are in the annexes of this document and can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

### **Learning Outcomes 1, 2 and 4**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

### **Learning Outcomes 3, 5, 6 and 7**

These must be assessed using workplace evidence generated when the learner is instructing health related exercise and physical activity to children.

### **Learning Outcome 3**

When preparing children for exercise and physical activity the learner must cover two of the following types:

(a) sessions

- 1 promote and enhance activity levels
- 2 improve social skills
- 3 personal development
- 4 improve skills and techniques
- 5 provide opportunities for fun and enjoyment.

### **Learning Outcome 5**

When instructing exercise and physical activity to children the learner must cover two of the following types:

(a) session

- 1 promote and enhance activity levels
- 2 improve social skills
- 3 personal development
- 4 improve skills and techniques
- 5 provide opportunities for fun and enjoyment.

### **Learning Outcome 6**

When supporting children to take part in exercise and physical activity the learner must cover two of the following types:

(a) sessions

- 1 promote and enhance activity levels
- 2 improve social skills
- 3 personal development
- 4 improve skills and techniques
- 5 provide opportunities for fun and enjoyment.

with four of the following types:

(b) methods

- 1 changing positions
- 2 asking questions
- 3 making adaptations
- 4 verbal communications
- 5 visual communications.



## **Learning Outcome 7**

When bringing an exercise and physical activity session to an end the learner must cover two of the following types:

(a) sessions

- 1 promote and enhance activity levels
- 2 improve social skills
- 3 personal development
- 4 improve skills and techniques
- 5 provide opportunities for fun and enjoyment.

## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand exercise and physical activity for children	1.1 Explain the barriers and motivations to participation with particular reference to the stages of maturation in children			
		1.2 Explain the stages of maturation in children			
		1.3 Describe the importance of promoting the whole concept of health and fitness to children including: <ul style="list-style-type: none"> <li>– daily exercise</li> <li>– nutrition</li> <li>– wellness</li> <li>– play</li> <li>– healthy lifestyle</li> </ul>			
		1.4 Define the national recommended guidelines for the amount of physical activity required for the health and wellbeing of children			
		1.5 Identify agencies involved in promoting activity for children's health in the UK			
		1.6 Explain the difference between chronological and biological age			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand social, emotional and psychological considerations related to children	2.1 Describe the social, emotional and psychological benefits of children taking part in regular physical activity			
		2.2 Identify positive ways of promoting social, emotional and psychological benefits to parents/carers			
		2.3 Describe the role of the instructor in providing solutions to assist in the promotion of confidence with children			
		2.4 Outline the motivational factors that may assist younger participants to adhere to physical activity			
		2.5 Describe the common physical and psychological barriers to physical activity that children may face and how to respond to these			
		2.6 Identify strategies to build into a session plan to assist motivation			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to prepare children for exercise and physical activity	3.1	Meet the children punctually and make them feel welcome and at ease		
		3.2	Ensure appropriate resources are available for the planned session		
		3.3	Follow the correct procedures for registering the children's attendance		
		3.4	Check children's level of experience and ability for the session, identifying any new participants		
		3.5	Screen for any illnesses or injuries and advise children of any reasons why they should not participate in the session		
		3.6	Provide the children with clear information about the planned activities for the session		
		3.7	Give the children clear information about the ground rules for behaviour and the reasons for these		
		3.8	Advise the children of the facility's emergency procedures and health and safety requirements for the session		
		3.9	Confirm or revise plans for the session if necessary		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to instruct health related exercise and physical activity to children	4.1 Interpret national guidelines for safeguarding children			
		4.2 State the aims of the programme being delivered			
		4.3 Summarise the needs and potential of the children involved			
		4.4 Identify the types of special requirements that children may have			
		4.5 Describe how to adapt session plans, equipment and facilities to meet the special requirements that children may have			
		4.6 Explain the purpose and value of warm-up and cool-down			
		4.7 Explain why children need to understand the purpose and value of warm-up and cool-down			
		4.8 Describe safe and effective warm-up and cool-down activities for children involved in health related physical activity and exercise			
		4.9 Identify reasons for temporary deferral of exercise			
		4.10 Describe how music can enhance a session and the suitability of speed and type of music for the participants and section of the class			
		4.11 Outline the legalities of the use of music			
		4.12 Explain effective cueing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.14 Identify a range of alternative exercises for adaptation including any appropriate progressions and regressions</p> <p>4.15 Describe the purpose of physical activities and how to break exercise/movements down to their component parts</p> <p>4.16 Describe how to develop participant coordination by building exercises/movements up gradually</p> <p>4.17 Outline the importance/methods of voice projection</p> <p>4.18 Outline the information that must be given to other people who are involved in the session</p> <p>4.19 Outline the principles of behaviour management when working with children in the age range 5–15</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to instruct exercise and physical activity to children	5.1 Ensure children are appropriately dressed for the activities			
		5.2 Develop and maintain an atmosphere of fun and enjoyment			
		5.3 Prepare the children for the session using safe and effective warm-ups			
		5.4 Make sure that explanations and demonstrations are technically correct as appropriate to the children's needs and level of experience and the activity			
		5.5 Communicate with the children in a way that is appropriate to their needs, is fun and motivates them to take part			
		5.6 Give the children the opportunity to ask questions and respond appropriately to their queries			
		5.7 Ensure that the children take part in the session in a safe manner			
		5.8 Monitor exercise intensity using appropriate method/s			
		5.9 Keep to the planned timing for the session			
		5.10 Apply an appropriate code of practice during the session for all children			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to support children to take part in exercise and physical activity	6.1 Give children attention and motivation as appropriate to their needs			
		6.2 Observe children's activity throughout the session			
		6.3 Check regularly for the children's ability to perform the exercises and provide appropriate progressions/regressions			
		6.4 Use appropriate methods to correct and reinforce technique			
		6.5 Build physical activities gradually as appropriate to the children			
		6.6 Observe and manage children's behaviour throughout the session			
		6.7 Provide guidance and feedback which is timely, clear and helps children achieve the objectives			
		6.8 Adapt the activities to respond to the changing needs of the children during the session			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to bring an exercise and physical activity session to an end	7.1 Allow sufficient time to end the session 7.2 End the session using cool-down activities that are safe and effective for the children 7.3 Give the children an accurate feedback summary on the session and its benefits 7.4 Give the children the opportunity to: <ul style="list-style-type: none"> <li>- think about the session</li> <li>- ask questions</li> <li>- provide feedback</li> </ul> 7.5 Provide information about future sessions 7.6 Follow the correct procedures for checking and dealing with any equipment used 7.7 Leave the environment in a condition acceptable for future use			

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## Further information and useful publications

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To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details:  
[qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

### Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website:  
[qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

## How to obtain National Occupational Standards

SkillsActive

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Fax: +44 (0)20 7632 2001  
Email: [skills@skillsactive.com](mailto:skills@skillsactive.com)  
Website: [www.skillsactive.com](http://www.skillsactive.com)

## Professional development and training

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Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.







## Annexe A: Quality assurance

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### Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

### Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.



## Annexe B: Centre certification and registration

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Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

### **What are the access arrangements and special considerations for the qualifications in this specification?**

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications* for further details. [qualifications.pearson.com](http://qualifications.pearson.com).



# Annexe C: Assessment requirements/strategy

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## Assessment Strategy for Active Leisure and Learning and Wellbeing

### Introduction

This document sets out the recommendations of SkillsActive, the Standards Setting Body for Active Leisure and Learning, for the assessment and quality control systems required for the National and Scottish Vocational Qualifications that come under its umbrella. An annex for each qualification will be added to this generic document to detail any specific requirements to that qualification, or suite of qualifications.

SkillsActive representing employment interests in the sector is interested in the continuing availability of high quality qualifications that are fit for purpose, command public confidence and are understood by those taking them and those who use them for recruitment, or for other, purposes. The Sector Skills Council has long advocated that consistent standards are maintained across the Awarding Bodies who deliver the Scottish and National Vocational Qualifications on behalf of the industry.

This document is built around the following fundamental principles that SkillsActive has advocated for some time:

- National Occupational Standards establish the benchmark of competent performance in the sector;
- S/NVQs should be assessed over a period of time in the workplace;
- assessment of an individual's competence should be rigorous, efficient and cost effective using approaches that have the support of employers, the Awarding Bodies and other interest groups
- S/NVQs, because they are rooted in these standards, must therefore be seen as different from traditional qualifications in their application in the industry;
- competence in the workplace is unique and has to be seen as different from training.

### Background

The current provision of NVQ/SVQ awards in Sport, Recreation and Allied Occupations and Active Leisure and Learning extends across Levels 1 to 4. These are currently offered by six Awarding Bodies, one for Scotland and the remainder in the rest of the UK.

This is the 3rd version of SkillsActive (formally SPRITO's) Assessment Strategy, which builds on the strategy which was approved by PSAG initially in September 1999 and re-recognized in July 2002

The Sector Skills Council's guiding principle is "to act as the guardian of the industry's National Occupational Standards," to this end the industry has realised that a documented assessment strategy that lays down the overarching principles of assessment is vital to maintain the reliability and validity of these awards in the future, particularly if even more Awarding Bodies wish to offer these NVQs and SVQs, and they are to remain of value to employers.

The aim of the strategy is to build and improve on the current system and this document sets out the definitive requirements of the industry for all those who provide these qualifications.

## **Overarching assessment principles**

It is crucial to SkillsActive that "the industry" has confidence in the application of its National Occupational Standards, together with the industry values statements/code of ethics. This demands that those involved in the assessment process at every level, display an understanding, and have experience, of the technical and occupational requirements of the active leisure and learning industry and the sub sectors they are involved with; as well as a thorough and consistent interpretation of S/NVQ assessment principles.

The Industry has consistently and firmly placed both its National Occupational Standards and Scottish and National Vocational Qualifications in the world of work.

## **Key components of the assessment strategy**

National Occupational Standards can be used for a variety of purposes, and the following sections apply where formal assessment of the NOS is necessary for qualification and accreditation purposes, to achieve the key principles set out above. These requirements are in addition to, and in no way conflict with, the generic criteria that Awarding Bodies must meet for the delivery of NVQ/SVQs, as required by the QCA's NVQ Code of Practice and the relevant sections of the SQA's SVQ Criteria and Guidance for Awarding Bodies.

### **1 The layout of the National Occupational Standards**

The SSC has been very careful to incorporate current best practice in the way its National Occupational Standards are laid out and expressed. Awarding Bodies must use the National Occupational Standards as accredited by UKCG.

Great care has been taken to ensure that the National Occupational Standards are able to be properly assessed in ways which promote validity, reliability and fairness.

## **2 Assessment Methodology, Evidence Requirements and aspects of them that must be assessed in the workplace**

SkillsActive has defined which aspects of its National Occupational Standards must always be assessed through performance in the workplace, even those for which assessment through simulation is allowed. (this is discussed in a later section). Quality assessment, for most aspects of these National Occupational Standards, cannot be achieved without regular access to the workplace.

The SSC intends to work closely with the Awarding Bodies to indicate the ways in which this is best assessed by providing guidance on the nature and type of assessment. In all cases candidate performance must be assessed in the workplace, although it will be made clear which aspects of the range must be assessed through performance evidence and which aspects could be assessed using supplementary evidence through scenarios, case studies, questioning etc.

The SSC will work with the Awarding Bodies to develop and agree qualification specific annexes for each of the separate S/NVQs that are submitted to UKCG, and these will be attached to this assessment strategy.

It is incumbent upon each Awarding Body to ensure that all candidate assessment captures the fundamentals expressed in this document and incorporates that detailed in any relevant annex. The information contained in the annex will amplify the generic statements into context/occupationally specific requirements such as the need for assessors to hold specific qualifications.

## **3 Design of the National and Scottish Vocational Qualifications**

SkillsActive carefully designs each of its S/NVQs to ensure that they contain opportunities for transfer and progression and that they are flexible enough to meet the differing requirements of both large and small employers, indoor and outdoor environments as well as the public, private and voluntary sectors. This assessment strategy supports flexibility in the use of the qualifications by a variety of employers and candidates, and tries not to place barriers to access through imposing unnecessary rigidity to the process.

Given the flexibility of the mandatory and optional structures on which the NVQs and SVQs are based there should be no reason for a candidate to attempt a unit for which they have no workplace assessment opportunities on a consistent basis.

## 4 External Quality Control

SkillsActive believes that external quality control will be achieved by the following measures:

- The monitoring and standardisation of assessment decisions through a system of assessment and verification

The monitoring and standardisation of assessment decisions will be achieved by a robust and strengthened external verification system underpinned by risk rating and management.

### 4.1 External Verifiers and External Verification

From active and on-going research, which started in the latter part of 1999, the SSC has confirmed that employers value a strengthening of the External Verification process rather than the introduction of some other 'independent' measure(s), which may prove to be a barrier to candidate access and take-up.

SkillsActive expects:

- EVs to command respect from their peers in the occupational sector of the industry and the application of the criteria in the sections below will ensure this
- every Awarding Body to seek advice, if and when required, from the SSC, on the technical qualifications, experience and competence of prospective External Verifiers in the selection and deployment of EVs. Action taken as a result of the advice to be fed back to the SSC
- to provide, if necessary, input to the EV training days.
- meet with every Awarding Body as necessary to understand the quality assurance processes being used
- SkillsActive has worked with its industry partners and the Awarding Bodies to develop criteria to measure the occupational competence of external verifiers and ensure the consistency of its advice. In addition to the requirements of the Code of Practice and the SVQ criteria, Awarding Bodies should ensure that prospective External Verifiers:
- Hold Verifier Unit V2 and it is recommended, also hold the Assessor Units A1 and A2 (New external verifiers should be given a clear action plan for achieving unit V2)
- Demonstrate knowledge and understanding of, and support for, the Sector's Values Statements and Codes of Ethics and how they are applied in assessment
- Match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed.
- Be occupationally competent in the area appropriate to the level of the qualifications they are to be verifying;

- Provide evidence of knowledge, understanding and application of the National Occupational Standards together with Technical Definitions where appropriate.
- Be committed to the application, further development and refinement of the National Occupational Standards and SVQs/NVQs.
- Demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse.
- Are aware of national issues affecting vocational education, training and qualifications in the sector
- Provide evidence of knowledge of the Active Leisure and Learning framework of qualifications
- Be committed to the content and guidance provided in the current edition of the SSC's Assessment Strategy
- Demonstrate their ability to maintain credibility with the sector and to retain the confidence of the industry through commitment to ongoing personal and professional development
- External Verifiers must sample the work of all assessors.

All new assessment centres should be approved by their external verifier before any candidates are registered; the frequency of centre visits for existing and new centres should conform to the risk assessment and management process requirements

## 4.2 Risk rating and risk management

SkillsActive anticipates that improvements in Awarding Body approaches to gathering, monitoring and analysing statistical data will improve the overall rigour of external verification and the SSC will assist Awarding Bodies to do this. The industry welcomes the development of a system of risk rating and risk management. SkillsActive believes that such systems of risk rating and risk management will ensure that external verification, monitoring control and support mechanisms are put into place according to each centre's level of risk. The systems, currently being developed by the Awarding and regulatory bodies, will offer substantial enhancements to the quality control systems for NVQs and SVQs. SkillsActive will be prepared to discuss adaptations to this strategy following detailed discussions with individual Awarding Bodies about their risk strategies so that the SSC is re-assured that any adaptations only serve to strengthen quality and not undermine it.

The systems for risk rating and risk management should be reviewed and revised, as appropriate, following any guidance issued to Awarding Bodies from the regulatory bodies.

Where risk is identified, Skills Active suggests that one or more of the following actions could be taken by the external verifier/Awarding Body:

- conduct a spot visit at short notice
- meet and/or observe each candidate or a larger sample of the candidates at the centre in question and compare assessment materials
- increase the frequency of verification visits

- conduct candidate and/or employer interviews, as required, over the telephone
- or other action appropriate to reducing the risk.

### 4.3 Internal verification

The SSC has worked with its industry partners and the Awarding Bodies to develop criteria to measure the occupational competence of internal verifiers:

Internal Verifiers are appointed by an approved centre and approved by the Awarding Body through their External Verifier.

Internal Verifiers should only verify the decisions of assessors that fall within their acknowledged area of technical and occupational competence.

Internal Verifiers should be in a position to influence an approved centre's assessment policy and to facilitate the assessment process

and should be one of the following:

- employed by the same organisation (approved centre) as the assessors or...
- working in partnership with, and drawing on evidence from, assessors' organisation(s)(approved centre)

The prospective Internal Verifier should:

- Hold Verifier Unit V1 and it is recommended, also hold the Assessor Units A1 and A2 (New internal verifiers should be given a clear action plan for achieving unit V1)
- Meet the Technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.
- Provide evidence of recent experience in the occupational area.
- Provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification.
- Provide evidence of knowledge, understanding and support of the relevant Sport and Recreation Values Statements.
- Demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse.
- Provide evidence of their ability to maintain occupational competence and to participate in IV/assessor training initiatives for continuous professional development.
- Approved Centres may have additional generic criteria and personnel specifications in addition to the above

The Internal verifier is responsible for the consistency of standards across all portfolios

Internal verifiers should observe each assessor conducting candidate assessments at regular intervals. The reliability, validity and authenticity of evidence must be checked during these observations.



## 4.4 Awarding Bodies Forum

Skills Active has worked closely with all its Awarding Bodies to establish the Awarding Bodies Forum. It is a requirement for all Awarding Bodies offering the NVQs/SVQs in this sector to:

- Attend quarterly meetings of the main Active Leisure and Learning Awarding Body Forum
- Discuss and resolve issues concerning quality control, to ensure the consistent interpretation of the National Occupational Standards across all the Awarding Bodies
- Receive updates from industry specialists on current industry developments and initiatives
- Set and monitor targets for the implementation of the SVQs and NVQs

The Terms of Reference of the Awarding Bodies Forum are designed to improve cross-Awarding Body standardisation of assessment decisions and issues.

## 4.5 Independent Assessment

Joint QCA/SQA Guidance "Developing an assessment strategy for NVQs and SVQs" requires that 'a significant part of the assessment for an NVQ or SVQ is carried out in a manner which is demonstrably independent of anyone who might have a vested interest in the outcome of the assessment decision'.

Skills Active has concluded that risk assessment and management of centres is the best method to ensure external quality control for this strategy.

The NVQ/SVQ is the confirmation of an individual's competence in the workplace over a period of time. The gathering of performance evidence through observation or products of work is the preferred assessment method and these requirements are to be itemised in a series of qualification specific annexes to capture the requirements of every standard together with the types of additional evidence suitable for proving that standard. Centres should be encouraged to develop standard banks of questions to cover the required depth of underpinning knowledge and the requirements of that work location.

The SSC continues to support the conclusion that independent assessment is not required for this strategy as external quality control is fulfilled via the risk assessment and management of centres.

## 5 Workplace assessment

### 5.1 Assessment Centres must:

- ensure that candidates have access to the resources commonly in use in the industry and that the pressures and constraints of the workplace are properly reflected
- ensure that the principles and values of the occupational area(s) are embedded in the operation of the workplace;
- demonstrate a commitment to quality and good practice which may include the pursuit of other schemes which recognise industry best practice;
- ensure that assessment sites conform with Health and Safety requirements and good health and safety practice is reflected in assessment.
- maintain a register of all assessors and Internal Verifiers
- provide evidence of their plans to keep Assessors and Internal Verifiers updated with current industry requirements
- where applicable, the SSC will provide advice on the minimum “resource requirements” needed by an Approved Assessment Centre to provide adequate experience to the candidate.

### 5.2 Assessors

Assessors are appointed by an Approved centre and approved by the Awarding Body through their occupationally competent External Verifier. They should only assess in their acknowledged area of technical and occupational competence.

Assessors should be one of the following:

- employed by the same organisation as the candidate or...
- working in partnership with, and drawing on evidence from, the candidate’s organisation or...
- an expert brought in to supplement the expertise of the candidate’s own organisation or as an additional external method of quality assurance.

The prospective Assessor should:

- Hold the Assessor Units A1 and A2 [New assessors should have a clear action plan for achieving units A1 and A2. An assessor or verifier who has gained certification must support assessment decisions by assessors who are still working towards certification.]
- Meet the Technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.
- Provide evidence of recent experience and competence in the occupational area to the level of the qualification(s) they wish to assess.

- Provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification.
- Provide evidence of knowledge, understanding and support of the relevant Active Leisure and Learning Values Statements and how they are applied in assessment.
- Demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse.
- Provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development.

Approved Centres may have additional generic criteria and personnel specifications in addition to the above

All assessors who operate within the S/NVQ system should gain A1 and A2 Assessment Units, thereby confirming their ability to utilise the full range of tools required to properly assess the individual at work over a period of time.

### **5.3 Witness testimony**

SkillsActive recognises that for the assessment of workplace performance to be as natural and efficient as possible, the use of witness testimony should be encouraged, and has a crucial role in the collection of evidence.

Witnesses must be fully briefed and clear about the purpose and use of the testimony and should be encouraged to achieve Unit L20 "Support the achievement of competence in the workplace". Any relationship between the witness and candidate should be declared and recorded for internal and external verification purposes.

Witnesses must be able to demonstrate that they have the necessary expertise in the relevant area and their testimony should:

- be specific to the activities or product;
- give a brief description of the circumstances of the observation;
- give a brief description of the background of the witness and the observed activity;
- identify the aspects of competence demonstrated;
- be signed and dated

The assessor should carefully check the witness testimony against the points listed above.

## 6 Simulation

Simulation should only be used where it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame. Simulations will usually deal with contingencies such as unexpected problems, emergencies, or other incidents which will not necessarily occur frequently. Such instances are specified within the individual annexes for qualifications or suites of qualifications.

The Awarding Bodies must issue adequate guidance to their centres as to how these simulations should be planned and organised. In general this guidance must ensure that the demands on the candidate during simulation are neither more or less than they would be in a real work environment/situation. In particular:

- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the standard seeks to assess and be approved by the external verifier.
- all simulations should follow these documented plans
- the physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- where simulations are used they must be based in a realistic work environment and must be based on current working practice
- the use of simulation will be monitored by the external verifier to ensure that where simulations are used, they are based in a realistic work environment

## **Annexe to the assessment strategy for Active Leisure, Learning and Wellbeing - Level 2 NVQ Diploma in Instructing Exercise and Fitness**

### **Introduction**

In October 2009, new National Occupational Standards for Instructing Exercise and Fitness level 2 were approved.

The Level 2 Diploma in Instructing Exercise and Fitness NVQ is aimed at exercise and fitness instructors who are capable of planning, delivering and evaluating a series of sessions independently. In planning the programmes, they will be drawing on a large body of knowledge and experience and will sometimes include input from other professionals.

SkillsActive, the Sector Skills Council for Active Leisure, Learning and Well-being, as an Ofqual-approved unit and rule of combination submitter for the QCF, has now developed a new qualification for awarding organisations to submit for accreditation on the QCF, based on these new standards.

SkillsActive wishes to ensure that the assessment guidance and evidence requirements for the new qualification is uniform. Therefore it has coordinated work across the awarding organisations, with appropriate inputs from industry experts, to provide assessment guidance and evidence requirements for the awarding organisations to implement during the delivery of the new NVQ.

This document must be used with close reference to the SkillsActive assessment strategy for these qualifications.

### **Background**

In July 2002, PSAG approved the assessment strategy submitted by SkillsActive, the recognised standards setting body for the active leisure, learning and well-being sector. This was updated in 2007. The strategy sets out the recommendations for the assessment and quality control systems required for national vocational qualifications coming under the active leisure, learning and well-being umbrella. The strategy makes clear that certain sections may require a qualification specific annex to detail any specialist requirements which could not be contained in the generic document.

### **Occupational competence for assessors, internal and external verifiers for the Level 2 Instructing Exercise and Fitness**

The following sections set out the criteria for their appointment:

#### **Assessors**

Meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

## Internal verifiers

Meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

## External verifiers

Match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed.

What follows are the specific criteria for the Level 2 in Instructing Exercise and Fitness and they apply equally to prospective external and internal verifiers and assessors, who must have (All the other requirements specified in the assessment strategy should be consistently applied, those listed here are supplementary):

- 1 A discipline specific qualification equivalent to the Level 2 Award/Certificate/Diploma in Instructing Exercise and Fitness NVQ, or equivalent;
- 2 Knowledge of, and commitment to, the active leisure, learning and well-being values statement for **all** staff as well as any specific values that relate to the working contexts in which the level 2 qualification is being achieved.

## Resources

The specific requirements for the Level 2 Diploma in Instructing Exercise and Fitness NVQ include:

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

## General assessment principles

### Where should the evidence come from?

The primary target group is instructors whose primary purpose is to bring about improvements in clients' physical fitness and health. Typical settings will be public or private leisure centres, gyms/fitness centres.

Whatever context the learner is working in, it is essential that their evidence comes from working with real equipment, facilities and customers, as part of temporary or permanent employment. It is very important that evidence is generated from real work activities, not 'skills test' type exercises, set up purely for the sake of assessment.

The only exceptions to this requirement are parts of units C22 Promote health, safety and welfare in active leisure and recreation, C316 Work with clients to help them adhere to exercise and physical activity, D451 Plan and prepare gym-based exercise, D452 Instruct and supervise gym-based exercise, D453 Plan and prepare group exercise to music, D454 Instruct group exercise to music, D455 Plan and prepare water-based exercise, D456 Instruct water-based exercise, D457 Plan health related exercise and physical activity for children, for which simulation is deemed to be acceptable.

Where simulation is used, this should follow the requirements of the assessment strategy for this NVQ.

### What are the most appropriate assessment methods?

Assessor observations, witness testimony and products of work (for example, programme/session plans, client consultation documentation (screening etc) are likely to be the most appropriate sources of performance evidence.

Supplementary evidence, for example, questioning, projects or assignments may be used where performance evidence (real work activity) is not needed as detailed later in the evidence specifications for each unit.

Questioning to gather supplementary and knowledge evidence can normally be carried out orally. However, oral questioning must be recorded by the assessor, in written form or by other appropriate means.

### How much evidence is necessary?

Most of the units require observation by an assessor on more than one occasion. The evidence requirements below show this in more detail.

These observations should not be carried out on the same day. There should be sufficient time between assessments for the assessor to satisfy himself or herself that the learner will be capable of achieving the same standard on a regular and consistent basis. Separating the assessment occasions by a period of at least one month is recommended.

In many cases, two observations will be sufficient. However, more than two may be needed to ensure that there is evidence for everything specified within the unit under 'assessment requirements or guidance specified by a sector or regulatory body' (as detailed later in the evidence specifications for each unit).

Where written evidence (usually records of work) is required, there should be evidence from at least two separate occasions, again separated by at least one month. As in the case of observations, it may be necessary to have evidence from more than two occasions to ensure there is sufficient evidence to cover everything specified.

Assessors must be sure that all written evidence is genuinely the learner's own work and not copied from someone else. Learners should make a statement confirming that the evidence is their own work.

### **Assessing more than one unit on each occasion**

Many of the units within the Level 2 Diploma in Instructing Exercise and Fitness NVQ link together in a logical way and assessors are encouraged to make use of these links in an efficient and creative way. In many cases there should be no need to assess on a unit-by-unit basis (unless the learner wants unit accreditation only). It would make better use of both the assessor's and learner's time to consider and plan how many units could be covered on each assessment occasion.

For example, the learner may be involved in planning and delivering a series of gym-based exercise sessions. This will involve planning and preparing the sessions (D451 Plan and prepare gym-based exercise), instructing the session (D452 Instruct and supervise gym-based exercise), supporting the clients (C316 Work with clients to help them adhere to exercise and physical activity) and evaluating the sessions (part of A335 Reflect on and develop own practice in providing exercise and physical activity). Where identical or similar assessment criteria exist, notably between the paired planning and instructing units, assessors should again consider an efficient and creative means of assessment.

Prior discussion between the learner and assessor with perhaps some negotiation with the learner's supervisor should make this a productive assessment opportunity. At the beginning of the assessment occasion, the assessor could 'sit in' while the learner performs a consultation with a new client and develops a programme tailored to their needs. This will provide evidence for part of D451. The assessor can then observe them taking the client through the planned exercises (D452). Both of these activities will also provide assessment evidence for unit C316 Work with clients to help them adhere to exercise and physical activity. The assessor may also 'sit in' while the learner reviews the sessions they have planned and delivered. This will provide evidence for part of A335.

In this way much of the performance evidence for a number of units can be gathered. With another assessment occasion to follow, almost all of the evidence needed will be available. Careful planning and negotiation can make this possible and considerably reduce the number of assessment occasions.



## **Assessment guidance and evidence requirements for each unit**

### **C22 Promote health, safety and welfare in active leisure and recreation**

#### **Evidence of real work activity**

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

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

- Four types of hazards
- Three types of methods
- Two types of abuse (including bullying)
- Two types of casualty
- Two types of qualified assistance
- Two types of condition
- Two types of people involved

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

#### **Simulation**

Simulation is allowed for 5.3, 5.4 and 5.5 and the whole of learning outcomes 7 and 9 only, if there is no naturally occurring evidence available.

#### **Use of supplementary evidence**

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

## **Knowledge and understanding**

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

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

## **C316 Work with clients to help them adhere to exercise and physical activity**

### **Evidence of real work activity**

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

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

- One type of client

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

### **Simulation**

Simulation is allowed for 6.7 and 6.10, if there is no naturally occurring evidence available.

### **Use of supplementary evidence**

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

### **Knowledge and understanding**

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

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

## **A335 Reflect on and develop own practice in providing exercise and physical activity**

### **Evidence of real work activity**

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

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

- One type of client
- Six types of professional practice

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

### **Simulation**

Simulation is not allowed for this unit.

### **Use of supplementary evidence**

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

### **Knowledge and understanding**

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

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

## **D451 Plan and prepare gym-based exercise**

### **Evidence of real work activity**

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

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

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

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

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

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

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

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

- Resistance machine lifts
- Free weight lifts

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

<b>Joint/ Movement</b>	<b>Resistance Machine</b>	<b>Free Weight</b>	<b>Body Weight</b>
Hip adduction	Seated adductor Total hip		
Hip abduction	Seated abductor Total hip		
Knee extension	Seated knee extension Leg press	Lunge Dead lift (BB) (DB) Squat (DB) (BB)	Lunge Squat
Knee flexion	Lying thigh curl Seated thigh curl		
Trunk flexion	Abdominal machine		Abdominal curl
Spinal Extension	Lower back machine	Dead lift (BB) (DB)	Back raise

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

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

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

- Five types of information
- Three types of methods
- Two types of clients
- Four types of exercise
- Four types of objectives
- Three types of hazards
- Four types of equipment

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

## **Simulation**

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

## **Use of supplementary evidence**

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

## **Knowledge and understanding**

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

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

Learners should be able to identify the listed bones, joints and major muscles.



## D452 Instruct and supervise gym-based exercise

### Evidence of real work activity

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

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

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

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

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

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

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

- Resistance machine lifts
- Free weight lifts

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

<b>Joint/ Movement</b>	<b>Resistance Machine</b>	<b>Free Weight</b>	<b>Body Weight</b>
Hip adduction	Seated adductor Total hip		
Hip abduction	Seated abductor Total hip		
Knee extension	Seated knee extension Leg press	Lunge Dead lift (BB) (DB) Squat (DB) (BB)	Lunge Squat
Knee flexion	Lying thigh curl Seated thigh curl		
Trunk flexion	Abdominal machine		Abdominal curl
Spinal Extension	Lower back machine	Dead lift (BB) (DB)	Back raise

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

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

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

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

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

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

- Three types of exercise
- Two types of clients
- Two types of sessions

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

## **Simulation**

Simulation is allowed for 6.9 and 8.8, if there is no naturally occurring evidence available.

## **Use of supplementary evidence**

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

## **Knowledge and understanding**

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

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

Learners should be able to identify the listed bones, joints and major muscles.

## D453 Plan and prepare group exercise to music

### Evidence of real work activity

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

Learners must show evidence that they have planned group exercise to music for a group of clients through the following phases:

- Warm-up
  - Pulse raiser incorporating static and/or dynamic stretching
  - Mobility
- Main CV workout using the aerobic curve
  - Pulse raiser
  - Main workout
  - Build down
- MSE
- Flexibility

Using a minimum of one of the following methods of choreography design/teaching methods:

- Add on
- 32 count phrase
- Verse chorus
- Layering

Learners must show that they have structured their session to work with the beats and phrases of the music (or the natural structure of the music if beats and phrases do not apply). Chosen music should be at the appropriate speed and suitable for the clients.

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

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

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

- Three types of sessions
- Five types of objectives
- Three types of hazards

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

## **Simulation**

Simulation is allowed for 3.4 and 5.7, if there is no naturally occurring evidence available.

## **Use of supplementary evidence**

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

## **Knowledge and understanding**

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

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

Learners should be able to identify the listed bones, joints and major muscles.

## D454 Instruct group exercise to music

### Evidence of real work activity

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

Learners must show evidence that they have instructed a group of clients through the following phases of the exercise to music session:

- Warm-up
  - Pulse raiser incorporating static and/or dynamic stretching
  - Mobility
- Main CV workout using the aerobic curve
  - Pulse raiser
  - Main workout
  - Build down
- MSE
- Flexibility

Using a minimum of one of the following methods of choreography design/teaching methods:

- Add on
- 32 count phrase
- Verse chorus
- Layering

Learners must demonstrate that they have structured their training session to work with the beats and phrases of the music (or the natural structure of the music if beats and phrases do not apply). Chosen music should be at the appropriate speed and suitable for the clients.

Learners must show that they can cue effectively to ensure the group can participate in time with the beat/phrase or structure of the music.

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

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

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

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

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

- Three types of exercise
- Five types of teaching methods
- Three types of sessions

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

## **Simulation**

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

## **Use of supplementary evidence**

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

## **Knowledge and understanding**

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

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

Learners should be able to identify the listed bones, joints and major muscles.



## D455 Plan and prepare water-based exercise

### Evidence of real work activity

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

Learners must show evidence that they have planned for a group of participants in a Water-based Exercise session demonstrating specific considerations for the wet environment to include all of the following:

- The safety and welfare of participants appropriate to the environment
  - Including entry and exit to the water
  - Thermoregulation
  - Continued visual contact with participants
  - Use of electrical equipment

Methods/movements to maintain or regain balance of their participants in the water

Through all phases of the exercise session to include:

- Warm-up
  - Pulse raising
  - Dynamic stretching
- Main CV workout using the aerobic curve
  - Pulse raiser
  - Main workout
  - Build down
- Muscular Conditioning
- Cool-down and flexibility

Demonstrating the effective use of the properties of water to include:

- Resistance
- Buoyancy
- methods of increasing or lowering intensity related to the properties of water eg increased surface area, speed of movement

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

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

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

- One type of session environment
- Five types of objectives
- Three types of hazards

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

## **Simulation**

Simulation is allowed for 3.4 and 5.6, if there is no naturally occurring evidence available.

## **Use of supplementary evidence**

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

## **Knowledge and understanding**

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

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

Learners should be able to identify the listed bones, joints and major muscles.

## D456 Instruct water-based exercise

### Evidence of real work activity

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

Learners must show evidence that they have instructed a group of participants in a Water-based Exercise session demonstrating specific considerations for the wet environment to include all of the following:

- The safety and welfare of participants appropriate to the environment
  - Including entry and exit to the water
  - Thermoregulation
  - Continued visual contact with participants
  - Use of electrical equipment
  - Methods/movements to maintain or regain balance of their participants in the water

Through all phases of the exercise session to include:

- Warm-up
  - Pulse raising
  - Dynamic stretching
- Main CV workout using the aerobic curve
  - Pulse raiser
  - Main workout
  - Build down
- Muscular Conditioning
- Cool-down and flexibility

Demonstrating the effective use of the properties of water to include:

- Resistance
- Buoyancy
- methods of increasing or lowering intensity related to the properties of water eg increased surface area, speed of movement

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

Learners must show that they can apply methods of voice projection and can effectively use the volume and pitch of their voice. Learners must show the use of communication skills appropriate to the environment.

Learners should be observed teaching from a variety of positions around the pool using mirroring, and demonstrating control of the participants whilst giving due attention to their own welfare on poolside.

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

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

- One type of session environment
- Three types of exercise
- Five types of teaching methods

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

## **Simulation**

Simulation is allowed for 9.8, if there is no naturally occurring evidence available.

## **Use of supplementary evidence**

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

## **Knowledge and understanding**

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

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

Learners should be able to identify the listed bones, joints and major muscles.

## **D457 Plan health related exercise and physical activity for children**

### **Evidence of real work activity**

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

Learners must show evidence that they have planned for a group of children (aged 5-15) in a health related exercise/physical activity session following appropriate procedures (eg collecting appropriate information according to the individual child, registering children's attendance, monitoring that children take part in the session in a safe manner).

The planned session must include:

- A safe and effective warm-up
- A range of physical activities that are safe and appropriate for children (eg that take account of the implications of growth and development during the various stages of child development and preventative measures to avoid growth related injuries)
- Cool-down activities that are safe and effective for children

Learners must provide examples of how exercise/physical activities could be adapted to the changing needs of children during the session.

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

- Five types of information
- Two types of information sources
- Five types of objectives

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

### **Simulation**

Simulation is allowed for 4.6 and 6.7, if there is no naturally occurring evidence available.

### **Use of supplementary evidence**

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

## **Knowledge and understanding**

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

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

Learners should be able to identify the listed bones, joints and major muscles.

## **D458 Instruct health related exercise and physical activity to children**

### **Evidence of real work activity**

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

Learners must show evidence that they have instructed a group of children (aged 5-15) in a health related exercise/physical activity session following appropriate procedures (eg collecting appropriate information according to the individual child, registering children's attendance, monitoring that children take part in the session in a safe manner).

The session must include:

- A safe and effective warm-up
- A range of physical activities that are safe and appropriate for children (eg that take account of the implications of growth and development during the various stages of child development and preventative measures to avoid growth related injuries)
- Cool-down activities that are safe and effective for children

Learners must demonstrate effective group behaviour management.

Learners must give explanations appropriate to the needs and experience of children. They should show demonstrations of exercises/movements that are technically correct to enable children to develop coordination by building exercises/movements up gradually.

Learners must show examples of how to adapt the exercises/physical activities to the changing needs of children during the session.

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

Learners must show that they can apply methods of voice projection and can effectively use the volume and pitch of their voice according to the exercise/physical activity.

Learners must show the use of communication skills and appropriate incentives and rewards that are:

- appropriate to the needs of children
- fun
- motivating

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

- Two types of sessions
- Four types of methods

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

## **Simulation**

Simulation is not allowed for this unit.

## **Use of supplementary evidence**

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

## **Knowledge and understanding**

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

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

Learners should be able to identify the listed bones, joints and major muscles.



## Annexe D: The Register of Exercise Professionals (REPs) Code of Ethical Practice

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### Background

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

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

The role of an exercise professional is to:

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

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

Where required members must also hold adequate liability insurance.

**There are four principles to the Code:**

### Principle 1 - Rights

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

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

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

## Principle 2 - Relationships

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

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

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

## Principle 3 - Personal Responsibilities

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

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

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

## Principle 4 - Professional Standards

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

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

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

**Any alleged professional mis-conduct or avoidance of compliance with the terms of membership of the Register will be referred to the Professional Practice Committee which will consider any need for sanctions against an individual instructor, coach, trainer or teacher.**

**The appropriate authority(ies) will deal with any criminal allegations.**

For further details of the Professional Practice Committee, down-load versions of this Code and liability insurance information please go to [www.exerciseregister.org](http://www.exerciseregister.org).

## **Explanation and examples of terms**

### **Casualty**

the person who has suffered the injury or illness

### **Controlling risk**

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

### **Emergency**

depending on the type of workplace, any situation that creates a serious threat to the health and safety of participants, public or members of staff and requires immediate action – for example, drowning, fires, threatening behaviour, missing persons, chemical leaks, etc.

### **Emergency services**

the ambulance, police, fire service, or coastguards

### **Facility**

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

### **Hazard**

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

### **Hazardous substances**

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

### **Risk**

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

## **Health and safety requirements**

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

## **Other people involved**

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

## **People with particular needs**

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

## **Qualified assistance**

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

## **Security breaches**

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

## **Situations likely to cause emotional distress**

for example, bullying or intimidation

## **Unsafe behaviour**

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

## Level 2 Diploma in Instructing Exercise and Fitness NVQ anatomy

<p><b>Bones</b></p> <p>Axial Skeleton</p> <ul style="list-style-type: none"> <li>• Cranium</li> <li>• Cervical Vertebrae</li> <li>• Thoracic Vertebrae</li> <li>• Lumbar Vertebrae</li> <li>• Sacral Vertebrae</li> <li>• Sternum</li> <li>• Ribs</li> <li>• Coccyx</li> </ul> <p>Appendicular Skeleton</p> <ul style="list-style-type: none"> <li>• Scapula</li> <li>• Clavicle</li> <li>• Humerus</li> <li>• Ulna</li> <li>• Radius</li> <li>• Carpals</li> <li>• Metacarpals</li> <li>• Phalanges</li> <li>• Ilium</li> <li>• Ischium</li> <li>• Pubis</li> <li>• Femur</li> <li>• Patella</li> <li>• Tibia</li> <li>• Fibula</li> <li>• Tarsals</li> <li>• Metatarsals</li> </ul>	<p><b>Joints</b></p> <ul style="list-style-type: none"> <li>• Immovable</li> <li>• Slightly Moveable</li> <li>• Freely movable (Synovial ) <ul style="list-style-type: none"> <li>- Gliding</li> <li>- Pivot</li> <li>- Ball and Socket</li> <li>- Hinge</li> </ul> </li> </ul> <p><b>Major Muscles</b></p> <ul style="list-style-type: none"> <li>• Pectoralis Major</li> <li>• Deltoids</li> <li>• Biceps</li> <li>• Rectus Abdominis</li> <li>• Obliques</li> <li>• Tranverse Abdominis</li> <li>• Trapezius</li> <li>• Rhomboids</li> <li>• Triceps</li> <li>• Latissimus Dorsi</li> <li>• Erector Spinae</li> <li>• Hip Flexors</li> <li>• Quadriceps</li> <li>• Adductors</li> <li>• Anterior Tibialis</li> <li>• Gluteals</li> <li>• Abductors</li> <li>• Hamstrings</li> <li>• Gastrocnemius</li> <li>• Soleus</li> <li>• Diaphragm</li> <li>• Intercostals</li> </ul>
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