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Specification

Edexcel NVQ/competence-based qualifications

Edexcel Level 3 NVQ Diploma in Personal Training (QCF)

For first registration June 2011

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Contents

Qualification title covered by this specification 1

Key features of the Edexcel Level 3 Diploma in Personal Training (QCF) 2

What is the purpose of this qualification? 2

Who is this qualification for? 2

What are the benefits of this qualification to the learner and employer? 2

What are the potential job roles for those working towards this qualification? 2

What progression opportunities are available to learners who achieve this qualification? 2

What is the qualification structure for the Edexcel Level 3 NVQ Diploma in Personal Training (QCF) 3

How is the qualification graded and assessed? 4

Assessment strategy 4

Types of evidence (to be read in conjunction with the assessment strategy in *Annexe D*) 5

Centre recognition and approval 6

Centre recognition 6

Approvals agreement 6

Quality assurance 6

What resources are required? 6

Unit format 7

Units 9

Unit 1: Anatomy and physiology for exercise and health 11

Unit 2: Principles of exercise, fitness and health 17

Unit 3: Promote health, safety and welfare in active leisure and recreation 23

Unit 4: Motivate clients to maintain long term adherence to exercise and physical activity 35

Unit 5: Reflect on and develop own practice in providing exercise and physical activity 45

Unit 6: Evaluate exercise and physical activity programmes 53

Unit 7: Design, manage and adapt a personal training programme with clients 59

Unit 8: Deliver exercise and physical activity as part of a personal training programme 75

Unit 9: Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme 87

Unit 10: Plan, market and sell services 99

Further information 108

Useful publications 108

How to obtain National Occupational Standards 108

Professional development and training 109

Annexe A: Progression pathways 111

The Edexcel qualification framework for the Active Leisure and Learning sector 111

Annexe B: Quality assurance 113

Key principles of quality assurance 113

Quality assurance processes 113

Annexe C: Centre certification and registration 115

What are the access arrangements and special considerations for the qualifications in this specification? 115

Annexe D: Assessment requirements/strategy 117

Assessment strategy for active leisure, learning and wellbeing 117

Annexe to the Assessment Strategy for Active Leisure, Learning and Well-being - Level 3 Diploma in Personal Training NVQ 126

Assessment guidance and evidence requirements for each unit 130

Annexe E: The Register of Exercise Professionals (REPs) Code of Ethical Practice 143

Explanation and examples of terms 146

Level 3 Diploma in Personal Training NVQ anatomy 148

Annexe F: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title 151

Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 3 NVQ Diploma in Personal Training (QCF):

Qualification title	Qualification Number (QN)	Regulation start date	Operational start date
Edexcel Level 3 NVQ Diploma in Personal Training (QCF):	600/1786/7	14/04/2011	01/06/2011

This qualification has been approved within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aims Database (LAD), where relevant.

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

The QCF 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 Edexcel.

For further information on the funding of 14-19 qualifications offered in England, please refer to the DfE Section 96 website.

For further information on the funding of 19+ qualifications offered in England, please refer to the SFA website.

For further information on funding in Wales, visit the DAQW website.

For further information on funding in Northern Ireland, visit the DELNI and DENI website.

Key features of the Edexcel Level 3 NVQ Diploma in Personal Training (QCF)

This qualification:

- is nationally recognised
- is based on the Personal Training National Occupational Standards (NOS). The NOS, assessment strategy and qualification structure are owned by SkillsActive.

The Edexcel Level 3 NVQ Diploma in Personal Training has been approved as a component for the Advanced Fitness Advanced Apprenticeship framework.

What is the purpose of this qualification?

This qualification is designed for learners working in, or aspiring to work in, health and fitness, particularly in personal training roles or similar.

Who is this qualification for?

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

Edexcel's policy is that the qualification should:

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

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

This qualification will give learners entry to the Register of Exercise Professionals at level 3.

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

Roles in health and fitness, particularly that of personal trainer or similar.

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

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 3 NVQ Diploma in Personal Training (QCF)

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

To achieve the Edexcel Level 3 NVQ Diploma in Personal Training (QCF), the learner must achieve all 48 credits from all 9 mandatory units, and may complete the additional unit, if appropriate.

Mandatory units

Edexcel Level 3 NVQ Diploma in Personal Training (QCF)			
Unit reference	**Mandatory units**	**Level**	**Credit**
A/600/9051	Unit 1: Anatomy and physiology for exercise and health	3	6
A/600/9017	Unit 2: Principles of exercise, fitness and health	2	4
D/601/4484	Unit 3: Promote health, safety and welfare in active leisure and recreation	2	4
K/601/7758	Unit 4: Motivate clients to maintain long term adherence to exercise and physical activity	3	4
F/601/7362	Unit 5: Reflect on and develop own practice in providing exercise and physical activity	2	4
M/601/7759	Unit 6: Evaluate exercise and physical activity programmes	3	3
H/601/7760	Unit 7: Design, manage and adapt a personal training programme with clients	3	6
K/601/7761	Unit 8: Deliver exercise and physical activity as part of a personal training programme	3	10
M/601/7762	Unit 9: Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme	3	7
Unit reference	**Additional unit**	**Level**	**Credit**
T/601/7763	Unit 10: Plan, market and sell services	3	5

How is the qualification graded and assessed?

The overall grade for the 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 strategy

The assessment strategy for this qualification has been included in *Annexe D*. It has 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:

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

Types of evidence (to be read in conjunction with the assessment strategy in *Annexe D*)

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 examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

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 Edexcel standards verifier. A range of recording documents is available on the Edexcel website – www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel 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 Edexcel 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

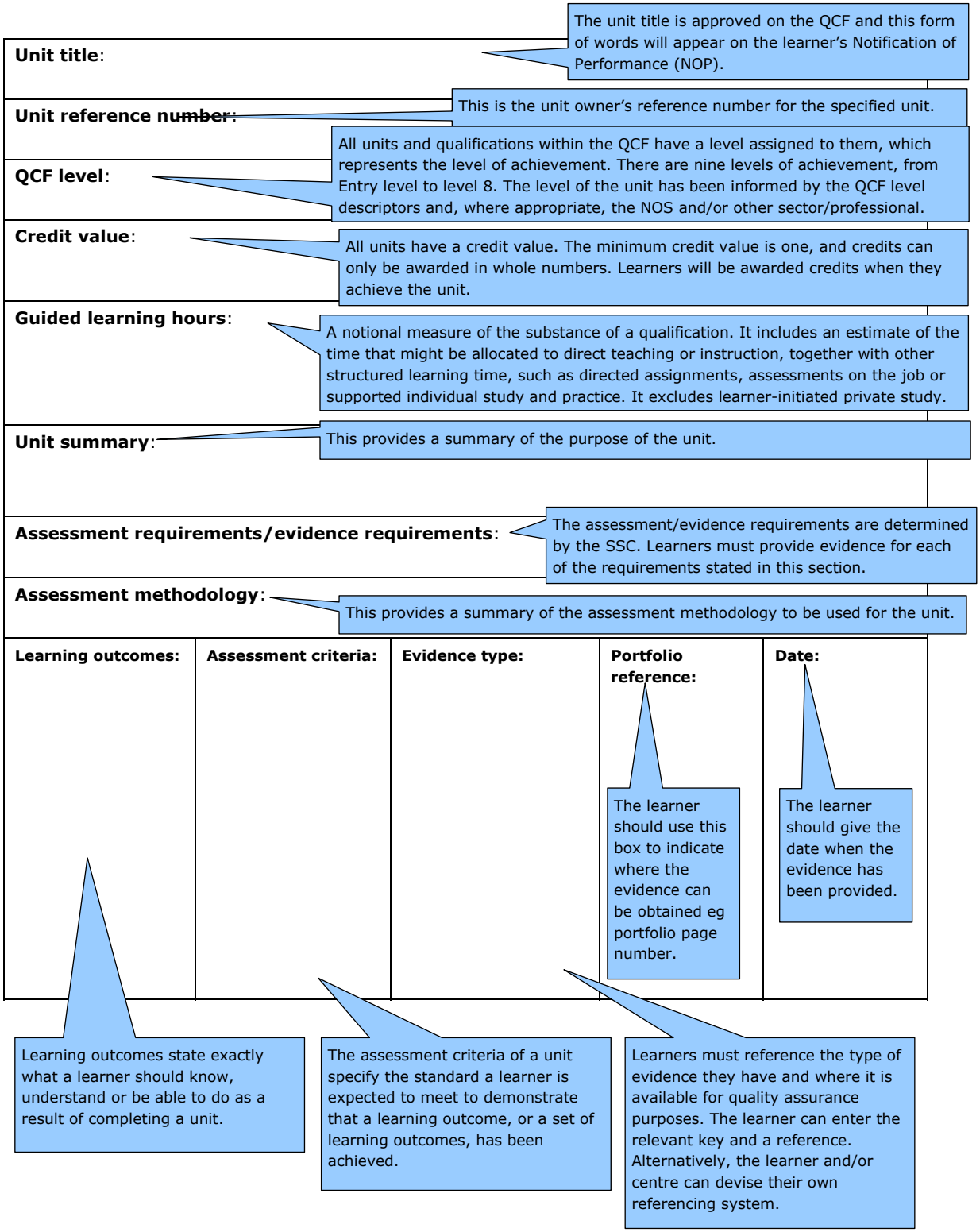
Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

Each qualification is designed to support learners working in the personal training 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 D: Assessment 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.



Units

Unit 1: Anatomy and physiology for exercise and health

Unit reference number: A/600/9051

QCF level: 3

Credit value: 6

Guided learning hours: 43

Unit summary

This unit covers the knowledge an instructor needs about anatomy and physiology relating to exercise programming for a range of clients.

Assessment requirements/evidence requirements

Refer to Level 3 Personal Training Assessment Strategy developed by SkillsActive, which can be downloaded from SkillsActive's website.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the heart and circulatory system and its relation to exercise and health	1.1 Explain the function of the heart valves 1.2 Describe coronary circulation 1.3 Explain the effect of disease processes on the structure and function of blood vessels 1.4 Explain the short and long term effects of exercise on blood pressure, including the valsalva effect 1.5 Explain the cardiovascular benefits and risks of endurance/aerobic training 1.6 Define blood pressure classifications and associated health risks			
2 Understand the musculoskeletal system and its relation to exercise	2.1 Explain the cellular structure of muscle fibres 2.2 Describe the sliding filament theory 2.3 Explain the effects of different types of exercises on muscle fibre type 2.4 Identify and locate the muscle attachment sites for the major muscles of the body 2.5 Name, locate and explain the function of skeletal muscle involved in physical activity 2.6 Identify the anatomical axis and planes with regard to joint actions and different exercises			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 Explain the joint actions brought about by specific muscle group contractions 2.8 Describe joints/joint structure with regard to range of motion/movement and injury risk 2.9 Describe joint movement potential and joint actions 2.10 Describe the structure of the pelvic girdle and associated muscles and ligaments			
3 Understand postural and core stability	3.1 Describe the structure and function of the stabilising ligaments and muscles of the spine 3.2 Describe local muscle changes that can take place due to insufficient stabilisation 3.3 Explain the potential effects of abdominal adiposity and poor posture on movement efficiency 3.4 Explain the potential problems that can occur as a result of postural deviations 3.5 Explain the impact of core stabilisation exercise and the potential for injury/aggravation of problems 3.6 Explain the benefits, risks and applications of the following types of stretching: • static (passive and active) • dynamic • proprioceptive Neuromuscular Facilitation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the nervous system and its relation to exercise	4.1 Describe the specific roles of: – the central nervous system (CNS) – the Peripheral Nervous System (PNS) including somatic and autonomic systems 4.2 Describe nervous control and transmission of a nervous impulse 4.3 Describe the structure and function of a neuron 4.4 Explain the role of a motor unit 4.5 Explain the process of motor unit recruitment and the significance of a motor unit's size and number of muscle fibres 4.6 Explain the function of muscle proprioceptors and the stretch reflex 4.7 Explain reciprocal inhibition and its relevance to exercise 4.8 Explain the neuromuscular adaptations associated with exercise/training 4.9 Explain the benefits of improved neuromuscular coordination/efficiency to exercise performance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the endocrine system and its relation to exercise and health	5.1 Describe the functions of the endocrine system 5.2 Identify the major glands in the endocrine system 5.3 Explain the function of hormones including: – growth hormone – thyroid hormones – corticosteroids – catecholamines – insulin – glucagon			
6 Understand energy systems and their relation to exercise	6.1 Identify the contribution of energy according to: – duration of exercise/activity being performed – type of exercise/activity being performed – intensity of exercise/activity being performed 6.2 Identify the by-products of the three energy systems and their significance in muscle fatigue 6.3 Describe the effect of endurance training/advanced training methods on the use of fuel for exercise			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 2: Principles of exercise, fitness and health

Unit reference number: A/600/9017

QCF level: 2

Credit value: 4

Guided learning hours: 28

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 downloaded from SkillsActive's website.

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: – specificity – progressive overload – reversibility – adaptability – individuality – recovery time 3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type) 3.3 Explain the principles of a progressive training programme in developing components of fitness 3.4 Explain how to recognise when and how to regress a training programme 3.5 Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type) 3.6 Describe the effect of speed on posture, alignment and intensity 3.7 Describe the effect of levers, gravity and resistance on exercise 3.8 Describe the differences between programming exercise for physical fitness and for health benefits			

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: – the talk test – Rate of Perceived Exertion (RPE) – heart rate monitoring and the use of different heart rate zones			

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: – coronary heart disease – some cancers – type 2 diabetes – hypertension – obesity – osteoporosis			
7 Understand the importance of healthy eating	7.1 Describe the national food model/guide 7.2 Describe key healthy eating advice that underpins a healthy diet 7.3 Explain the importance of adequate hydration 7.4 Explain professional role boundaries in relation to offering nutritional advice 7.5 Explain the dietary role of the key nutrients 7.6 Identify the common dietary sources of the key nutrients 7.7 Describe the energy balance equation 7.8 Explain the health risks of poor nutrition			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 3: Promote health, safety and welfare in active leisure and recreation

Unit reference number: D/601/4484

QCF level: 2

Credit value: 4

Guided learning hours: 30

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 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 3 NVQ Diploma in Personal Training.

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 2.10 Outline why colleagues and customers should be encouraged to behave in a safe manner			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.11 Describe how to encourage colleagues and customers to behave in a safe manner 2.12 Outline why it is important to make suggestions about health and safety issues 2.13 Describe how to make suggestions about health and safety issues 2.14 Outline why it is important to identify and report any differences between health and safety requirements and own workplace policies and procedures 2.15 Describe how to identify and report any differences between health and safety requirements and own workplace policies and procedure			
3 Be able to help to control risks in the active leisure and recreation environment	3.1 Ensure that relevant and up-to-date, health and safety information is available 3.2 Follow the relevant health and safety requirements at all times 3.3 Carry out health and safety checks as required 3.4 Identify hazards 3.5 Assess and control risks using organisational procedures 3.6 Get advice from relevant colleagues when unsure about hazards and risks 3.7 Pass on suggestions for improving health and safety to the relevant colleague			

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 4.9 Outline what to do if there are barriers to reporting own concerns 4.10 Identify statutory agencies with responsibilities for safeguarding and protecting 4.11 Outline when to contact statutory agencies with responsibilities for safeguarding and protecting			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.12 Outline how to contact statutory agencies with responsibilities for safeguarding and protecting 4.13 Describe why it is important to share concerns about possible abuse with others 4.14 Describe the limits of own competence with regard to safeguarding and protecting 4.15 Outline why it is important to treat information about possible abuse confidentially			
5 Be able to help to safeguard and protect children and vulnerable adults	5.1 Ensure that up-to-date information on guidelines for safeguarding and protecting children and vulnerable adults is available 5.2 Identify what the policies and procedures mean for own job and area of work 5.3 Follow the relevant procedures for: – Safeguarding and protecting children and vulnerable adults at all times – Protecting self from potential accusations 5.4 Be alert to possible signs of abuse 5.5 Identify, record and report any concerns about the welfare of children and vulnerable adults, while maintaining confidentiality			

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			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 4: Motivate clients to maintain long term adherence to exercise and physical activity

Unit reference number: K/601/7758

QCF level: 3

Credit value: 4

Guided learning hours: 15

Unit summary

This unit covers the knowledge and competence that the learner needs to motivate clients to maintain long-term adherence to exercise and physical activity.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Personal Training.

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 motivating clients to maintain long-term adherence to exercise and physical activity.

Learning Outcome 2

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

(a) clients

1 individuals

2 groups

3 with specific fitness needs

4 with general health needs.

Learning Outcome 4

When working with clients to develop and maintain adherence strategies the learner must cover four of the following types:

(a) clients

1 individuals

2 groups

3 with specific fitness needs

4 with general health needs.

Learning Outcome 6

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

(a) clients

1 individuals

2 groups

3 with specific fitness needs

4 with general health needs.

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	1.1 Explain how to present a positive image of self and organisation 1.2 Explain why the relationship between the instructor and client is important 1.3 Describe the type of instructor/client relationship which will assist client progress and adherence to physical activity 1.4 Describe the types of personal qualities that instructors need to develop in order to help and support clients 1.5 Explain why clients need to understand the instructors role and responsibilities and the roles and responsibilities of other professionals who may be involved 1.6 Explain the extent and limitations of own role and responsibility when working with clients 1.7 Describe how to select and use a range of communication strategies to communicate with different clients 1.8 Explain how to adapt the relationship with the client to take account of changing needs and circumstances 1.9 Explain what is meant by a 'professional relationship' between instructor and client			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.10 Explain what is meant by 'valuing diversity' in a practical context when working with clients 1.11 Describe the types of prejudice and discrimination that individual clients might experience and how to overcome these 1.12 Explain what is meant by 'confidentiality' and why it is important when working with clients, other staff and professionals 1.13 Outline the types of information that may be subject to data protection/confidentiality 1.14 Explain how to maintain client confidentiality in line with good practice 1.15 Explain how abiding by the Exercise and Fitness Code of Ethical Practice acts to ensure that equality and diversity are reflected during the exercise session 1.16 Identify the difference between advising on exercise participation and everyday lifestyle physical activity 1.17 Explain how to manage conflict and disagreements with colleagues 1.18 Outline procedures to follow in the event of client complaints			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to establish and maintain an effective relationship with clients	2.1 Present a positive image of self and organisation to clients 2.2 Develop an effective working relationship with clients 2.3 Clearly define own role and responsibilities to clients and the roles and responsibilities of other professionals who may be involved 2.4 Communicate clearly with clients in a way that makes them feel valued 2.5 Use instructing styles that match clients' needs 2.6 Adapt the relationship with clients to meet their changing needs 2.7 Ensure the relationship with clients follows good practice and ethical requirements 2.8 Show that diversity and equal opportunities are valued for all clients 2.9 Maintain confidentiality requirements 2.10 Handle any disagreements and complaints promptly, positively and according to organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to work with clients to develop and maintain adherence strategies	3.1 Explain why it is important to develop a relationship with the client based on mutual trust and openness 3.2 Explain why it is important for the client to take responsibility for their own fitness and behaviour change 3.3 Analyse behavioural psychology and different approaches to behaviour change 3.4 Assess different strategies to enable clients to change their behaviour and achieve their goals 3.5 Describe the typical goals and expectations that clients have 3.6 Describe the types of barriers individual clients may face when undertaking physical activity and achieving their goals 3.7 Explain how clients can be helped to overcome these barriers 3.8 Describe the types of incentives and rewards that may be appropriate to a range of different clients 3.9 Explain the possible reasons for the types of exercise preferences that different clients may have 3.10 Explain how to assist clients to develop their own adherence strategies 3.11 Explain how to monitor and adapt a client's adherence strategy			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.12 Describe the communication skills needed to assist clients with motivation including: – how to ask open-ended questions – active listening skills – methods of gathering personal information – appropriate questioning techniques – interpreting client responses including body language and other forms of behaviour especially when undertaking physical activity – means of summarising gathered information			
4 Be able to work with clients to develop and maintain adherence strategies	4.1 Work with clients to encourage mutual trust, openness and a willingness to take responsibility for their own fitness and behaviour change 4.2 Identify the clients' goals for taking part in regular physical activity and readiness to change behaviour 4.3 Analyse the clients' lifestyle and identify opportunities for exercise and physical activity and potential barriers 4.4 Identify the clients' preferences for exercise 4.5 Identify appropriate incentives and rewards for the clients taking part in physical activity 4.6 Work with the clients to develop a long term strategy to adhere to exercise and physical activity, building on opportunities, preferences and incentives, and minimising barriers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.7 Monitor the clients' adherence to exercise and physical activity 4.8 Provide support to the clients' adherence strategy to achieve long-term behaviour change in line with their goals 4.9 Work with the clients to adapt and refine their adherence strategy			
5 Understand how to provide ongoing customer service to clients	5.1 Explain the importance of client care both to the client and the organisation 5.2 Explain why it is important to deal effectively with client/individual needs 5.3 Outline the types of information which clients usually need 5.4 Outline how to respond to requests according to the organisations procedures 5.5 Identify where to source relevant information to meet client needs 5.6 Explain what types of issues may need to be referred to another professional, when to refer them and who this professional may be in different situations 5.7 Explain the importance of dealing with any delay with clients and describe how to do so effectively			

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

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 5: Reflect on and develop own practice in providing exercise and physical activity

Unit reference number: F/601/7362

QCF level: 2

Credit value: 4

Guided learning hours: 23

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 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 3 NVQ Diploma in Personal Training.

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: – how effective physical activities were – how effective and motivational the relationship with the client was – how well the professional codes of ethics were implemented when working with clients – how well the instructing style adopted matched clients' needs – how well the clients' exercise, including their health, safety and welfare were managed – the effectiveness of interacting and working with other members of staff 3.3 Identify ways in which future practice can be improved 3.4 Discuss ideas with another professional and take account of their views			

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			
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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 6: Evaluate exercise and physical activity programmes

Unit reference number: M/601/7759

QCF level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

This unit covers the knowledge and competence that the learner needs, to evaluate exercise and physical activity programmes.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Personal Training.

Learning Outcomes 1 and 3

These can be assessed by:

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

Learning Outcomes 2 and 4

These must be assessed using workplace evidence generated when the learner is evaluating exercise and physical activity programmes.

Learning Outcome 2

When working with clients to evaluate exercise and physical activity programmes the learner must cover all of the following types:

(a) objectives

1 short-term

2 medium-term

3 long-term.

Learning Outcome 4

When identifying lessons for future practice the learner must cover all of the following types:

(a) programme component

1 information gathering

2 planning

3 selection and structure of activities

4 programme management

5 programme monitoring

6 programme adaptation and progression

7 client relationship

8 client motivation and adherence

9 client satisfaction.

with two of the following types:

(b) relevant people

1 colleagues

2 line manager

3 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 work with clients to evaluate exercise and physical activity programmes	1.1 Explain why it is important to evaluate progressive physical activity programmes 1.2 Outline the principles of evaluation in the context of physical activity 1.3 Outline what information is needed to evaluate physical activity programmes 1.4 Explain methods that can be used to collect the information required to evaluate physical activity programmes 1.5 Explain why it is important to evaluate all stages and components of the programme 1.6 Describe methods that can be used to organise information so that it can be analysed 1.7 Describe methods that can be used to get structured feedback from clients 1.8 Explain why structured feedback is important 1.9 Explain how to analyse information and client feedback 1.10 Explain why it is important to discuss preliminary conclusions with the client 1.11 Explain why the client's views are important			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to work with clients to evaluate exercise and physical activity programmes	2.1 Collate all available information regarding the planned programme and client objectives 2.2 Collate information regarding client progress, adaptations to the programme and the reasons for adaptation 2.3 Collate information regarding client adherence 2.4 Collect structured feedback from the client 2.5 Analyse available information and feedback 2.6 Outline preliminary conclusions about the effectiveness of the programme 2.7 Discuss preliminary conclusions with the client and take account of their views			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to identify lessons for future practice	3.1 Explain why continuous improvement in practice is important for exercise/physical activity instructors 3.2 Explain why it is important to prioritise the improvement of some programme components 3.3 Explain how to prioritise which programme components to work on 3.4 Outline sources of information, advice and best practice on how to improve programme components 3.5 Explain why it is important to share conclusions about improving own practice with other people 3.6 Identify who to share ideas for improvements in own practice with 3.7 Describe how to make use of improvements in own practice in the future			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to identify lessons for future practice	4.1 Identify the relative success of each programme component 4.2 Prioritise those programme components that are vital to improving practice 4.3 Identify how programme components could be improved 4.4 Share own conclusions with relevant people and take account of their feedback 4.5 Undertake further research and development to improve programme components 4.6 Note lessons for future practice			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 7: Design, manage and adapt a personal training programme with clients

Unit reference number: H/601/7760

QCF level: 3

Credit value: 6

Guided learning hours: 30

Unit summary

This unit covers the knowledge and competence that the learner needs to design, manage and adapt a personal training programme with clients.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Personal Training.

Learning Outcomes 1, 3, 5, 7 and 9

These can be assessed by:

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

Learning Outcomes 2, 4, 6, 8 and 10

These must be assessed using workplace evidence generated when the learner is designing, managing and adapting a personal training programme with clients.

Learning Outcome 2

When collecting and recording information about clients the learner must cover six of the following types:

(a) information

1 personal goals

2 lifestyle

3 medical history

4 physical activity history

5 physical activity likes and dislikes

6 attitude, motivation to participate and barriers to participation

7 current fitness level

8 stage of readiness

9 posture and alignment

10 functional ability

with two of the following types:

(b) clients

1 individuals

2 groups

3 with specific fitness needs

4 with general health needs

with all of the following types:

(c) methods

1 interview

2 questionnaire

3 observation

4 physical/fitness assessments.

Learning Outcome 4

When analysing information and agreeing goals with clients the learner must cover two of the following types:

(a) clients

1 individuals

2 groups

3 with specific fitness needs

4 with general health needs

with three of the following types:

(b) goals

1 general health and fitness

2 physiological

3 psychological

4 lifestyle

5 social

6 functional ability.

Learning Outcome 6

When planning, preparing and managing a personal training programme with clients the learner must cover four of the following types:

(a) exercises/physical activities

1 cardiovascular fitness

2 muscular fitness

3 flexibility

4 motor skills

5 core stability

6 circuit formats

with two of the following types:

(b) clients

1 individuals

2 groups

3 with specific fitness needs

4 with general health needs

with three of the following types:

(c) goals

1 general health and fitness

2 physiological

3 psychological

4 lifestyle

5 social

6 functional ability.

Learning Outcome 8

When reviewing progress with clients the learner must cover two of the following types:

(a) clients

1 individuals

2 groups

3 with specific fitness needs

4 with general health needs

with four of the following types:

(b) methods

1 interviews

2 questionnaires

3 observation

4 physical/fitness assessments

with three of the following types:

(c) goals

1 general health and fitness

2 physiological

3 psychological

4 lifestyle

5 social

6 functional ability.

Learning Outcome 10

When adapting a personal training programme with clients the learner must cover two of the following types:

(a) clients

1 individuals

2 groups

3 with specific fitness needs

4 with general health needs

with three of the following types:

(b) goals

1 general health and fitness

2 physiological

3 psychological

4 lifestyle

5 social

6 functional ability

with four of the following types:

(c) exercises/physical activities

1 cardiovascular fitness

2 muscular fitness

3 flexibility

4 motor skills

5 core stability

6 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 Understand how to collect and record information about clients	1.1 Explain why it is important to collect accurate information about clients 1.2 Explain how to decide what information to collect 1.3 Explain safe and appropriate methods that can be used to collect the information needed to plan personal training programmes 1.4 Outline the legal and ethical implications of collecting information about clients 1.5 Explain how to establish rapport with clients and identify the communication skills needed 1.6 Describe the importance of showing empathy and being sensitive to clients' goals and current stage of readiness 1.7 Explain how to administer and interpret the Physical Activity Readiness Questionnaire (PAR-Q) 1.8 Describe different formats for recording information about clients 1.9 Explain professional role boundaries with regard to offering personal training to clients with different medical conditions 1.10 Explain when it is necessary to refer clients to another professional and describe the procedure that should be followed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.11 Explain the importance of safeguarding the confidentiality of collected information and describe how to do so 1.12 Analyse the strengths and weaknesses of the various methods of collecting information for different types of clients 1.13 Explain how to ensure clients informed consent is obtained before collecting information 1.14 Outline legal and organisational requirements for data protection and confidentiality			
2 Be able to collect and record information about clients	2.1 Establish a rapport with clients 2.2 Explain own role and responsibilities to the clients 2.3 Identify what information needs to be collected about clients 2.4 Collect information about clients using appropriate methods 2.5 Show sensitivity and empathy to clients and the information they provide 2.6 Record the information in a way that will help to analyse it 2.7 Identify when clients need referral to another professional 2.8 Maintain client confidentiality in line with good practice procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to analyse information and agree goals with clients	3.1 Explain why it is important to work together with clients to agree goals and activities 3.2 Explain the importance of long-term behaviour change and how to ensure clients understand and commit themselves to long-term change 3.3 Describe how to organise information in a way which will assist its interpretation and analysis 3.4 Describe how to analyse and interpret collected information so that clients needs and goals can be identified 3.5 Explain the importance of clients understanding the advantages of taking part in a personal training programme 3.6 Explain why it is important to base goal setting on an analysis of clients' needs 3.7 Describe the possible barriers which may prevent clients achieving their goals 3.8 Explain why it is important to identify and agree short, medium and long term goals that take account of barriers and discrepancies, including client fears and reservations about physical activity 3.9 Explain when people other than clients should be involved in goal setting 3.10 Explain how to develop, agree and record goals which are appropriate to clients			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.11 Explain how to make goals specific, measurable, achievable, realistic and time bound and identify why this is important 3.12 Assess strategies which can prevent drop out or relapse			
4 Be able to analyse information and agree goals with clients	4.1 Analyse the information collected 4.2 Identify any barriers to participation and encourage clients to find a solution 4.3 Agree clients needs and readiness to participate 4.4 Work with clients to agree short, medium and long-term goals appropriate to their needs 4.5 Ensure the goals are specific, measurable, achievable, realistic and time bound and reflect accepted good practice 4.6 Record the agreed goals in a format that is clear to all those involved in the programme 4.7 Identify and agree strategies to prevent drop out or relapse			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how to plan, prepare and manage a personal training programme with clients	5.1 Explain why thorough planning and preparation are necessary 5.2 Explain how to research and identify exercises and activities which will help clients to achieve their goals 5.3 Explain how to design personal training programmes according to accepted good practice 5.4 Explain how to apply the principles of training to programme design 5.5 Explain how to design a progressive programme to allow clients to achieve short, medium and long term goals 5.6 Describe how to include physical activities as part of the client's lifestyle to complement exercise sessions 5.7 Explain how to choose resources and environments that will help clients to participate in the programme according to their needs 5.8 Explain how to design programmes that can be run in environments not designed for physical exercise, for example a client's home or outdoor area 5.9 Explain how to decide on the order of exercises and activities in the programme 5.10 Outline current guidelines on programme design and safe exercise			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.11 Explain how to make sure the components of fitness are built into the programme 5.12 Explain how to structure the sessions which make up the programme 5.13 Explain how to record the programme 5.14 Explain why it is important to agree the programme with clients 5.15 Explain when it is appropriate to share the programme with other professionals			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to plan, prepare and manage a personal training programme with clients	6.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are appropriate to clients' goals and level of fitness 6.2 Ensure exercises/physical activities are consistent with accepted good practice 6.3 Explain and agree the demands of the programme with clients 6.4 Plan and agree a progressive timetable of sessions with clients 6.5 Agree appropriate evaluation methods and review dates 6.6 Identify the resources needed, making best use of the environments in which clients will exercise 6.7 Apply the principles of training to help clients achieve short-, medium- and long-term goals 6.8 Ensure effective integration of all programme exercises/physical activities and sessions 6.9 Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned 6.10 Record plans in a format that will help all concerned to implement the programme 6.11 Agree how to maintain contact with clients between sessions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand how to review progress with clients	7.1 Explain the importance of monitoring and reviewing programmes with clients 7.2 Assess methods of collecting, analysing and recording information that will help to review progress against goals and initial baseline data 7.3 Describe how to communicate information to clients and provide effective feedback 7.4 Explain why it is important to encourage clients to give their views 7.5 Explain how to analyse and record clients' progress 7.6 Explain why it is important to agree changes with clients 7.7 Explain why it is important to communicate progress and changes to all those involved in the programme 7.8 Explain why it is important to keep accurate records of changes and the reasons for change			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Be able to review progress with clients	8.1	Monitor clients' progress using appropriate methods			
		8.2	Review progress with clients at agreed points in the programme			
		8.3	Ensure clients understand the purpose of review and how it fits into their programme			
		8.4	Encourage clients to give their own views on progress			
		8.5	Use agreed evaluation guidelines			
		8.6	Give positive and timely feedback to clients during their review			
		8.7	Agree review outcomes with clients and keep accurate records			
9	Understand how to adapt a personal training programme with clients	9.1	Explain how to review short-, medium- and long-term goals with clients taking into account any changes in circumstances			
		9.2	Explain how the principles of training can be used to adapt the programme where goals are not being achieved or new goals have been identified			
		9.3	Describe how to communicate adaptations to clients and other professionals			
		9.4	Explain the different training systems and their use in providing variety and ensuring programmes remain effective			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
10 Be able to adapt a personal training programme with clients	10.1 Identify goals and exercises/physical activities that need to be redefined or adapted 10.2 Agree adaptations, progressions or regressions to meet clients' needs as and when necessary to optimise achievement 10.3 Identify any changes to resources and environments and agree them with clients 10.4 Introduce adaptations in a way that is appropriate to clients and their needs 10.5 Record changes to plans for the programme to take account of adaptations 10.6 Monitor the effectiveness of adaptations and update these as necessary			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 8: Deliver exercise and physical activity as part of a personal training programme

Unit reference number: K/601/7761

QCF level: 3

Credit value: 10

Guided learning hours: 70

Unit summary

This unit covers the knowledge and competence that the learner needs to deliver exercise and physical activity as part of a personal training programme.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Personal Training.

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 delivering exercise and physical activity as part of a personal training programme.

Learning Outcome 2

When planning and preparing individualised exercise sessions the learner must cover three of the following types:

(a) clients

1 individuals

2 groups

3 with specific fitness needs

4 with general health needs

with two of the following types:

(b) resources

1 environment for the session

2 portable equipment

3 fixed equipment

with four of the following types:

(c) exercises

1 cardiovascular fitness

2 muscular fitness

3 flexibility

4 motor skills

5 core stability

6 circuit formats.

Learning Outcome 4

When preparing clients for individualised exercise sessions the learner must cover two of the following types:

(a) clients

1 individuals

2 groups

3 with specific fitness needs

4 with general health needs

with five of the following types:

(b) goals

1 general health and fitness

2 physiological

3 psychological

4 lifestyle

5 social

6 functional ability

with four of the following types:

(c) exercises

1 cardiovascular fitness

2 muscular fitness

3 flexibility

4 motor skills

5 core stability

6 circuit formats.

Learning Outcome 6

When teaching and adapting planned exercises the learner must cover three of the following types:

(a) clients

1 individuals

2 groups

3 with specific fitness needs

4 with general health needs

with four of the following types:

(b) exercises

1 cardiovascular fitness

2 muscular fitness

3 flexibility

4 motor skills

5 core stability

6 circuit formats

with two of the following types:

(c) environments

1 gym

2 studio/sports hall

3 client's home or other enclosed space

4 outdoors.

Learning Outcome 8

When bringing exercise sessions to an end the learner must cover three of the following types:

(a) clients

1 individuals

2 groups

3 with specific fitness needs

4 with general health needs

with four of the following types:

(b) exercises

1 cardiovascular fitness

2 muscular fitness

3 flexibility

4 motor skills

5 core stability

6 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 Understand how to plan and prepare individualised exercise sessions	1.1 Explain the importance of careful and thorough planning and preparation before physical exercise 1.2 Explain how to identify specific objectives from the overall programme goals 1.3 Explain how timings, intensities and sequences can affect programme outcomes 1.4 Explain the importance of matching teaching and learning styles to maximise clients' progress and motivation 1.5 Describe how to utilise verbal and non-verbal communication techniques 1.6 Explain how to select and prepare the equipment and environment as needed 1.7 Explain how to work in environments that are not specifically designed for physical exercise			
2 Be able to plan and prepare individualised exercise sessions	2.1 Provide a range of exercises to help clients achieve objectives and goals 2.2 Plan and agree the focus of exercises and utilise the resources available, improvising safely where necessary 2.3 Plan realistic timings, intensities and sequences of exercises 2.4 Identify, obtain and prepare the resources needed for the planned exercises			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to prepare clients for individualised exercise sessions	3.1 Explain why it is important to ensure clients are properly prepared physically and psychologically before activity begins 3.2 Explain why it is important to find out how clients responded to previous physical activity and if anything has changed since then 3.3 Describe the importance of explaining the planned objectives and activities to clients 3.4 Explain why clients need to know the physical and technical demands of the activity and how this might affect motivation 3.5 Explain why it may be necessary to negotiate and agree changes to plans with clients 3.6 Explain why and how any changes to plans should be recorded 3.7 Outline the health, safety and emergency procedures and requirements 3.8 Explain why clients need to know about health, safety and emergency procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to prepare clients for individualised exercise sessions	4.1 Meet clients punctually and make them feel at ease 4.2 Collect any new information about clients response to previous activity 4.3 Discuss the planned objectives and exercises for the session and how these link to clients' goals 4.4 Discuss the physical and technical demands of the planned exercises and how clients can progress or regress these to meet goals 4.5 Assess, agree and review clients' state of readiness and motivation to take part in the planned exercises 4.6 Negotiate, agree and record changes to the planned exercises with clients to meet goals and preferences and enable them to maintain progress			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how to teach and adapt planned exercises	5.1 Explain why a balance of instruction, exercise and discussion is important when instructing clients 5.2 Outline the range of approved teaching and motivational styles that can be used and explain how to vary these according to clients' response 5.3 Explain the importance of warm-up and the range of warm-up activities that can be used for the activities being taught 5.4 Explain how to choose warm-ups appropriate to different clients and conditions 5.5 Explain why clients should understand the purpose and value of warm-up 5.6 Explain how to provide instructions, demonstrations and explanations clearly and effectively 5.7 Describe the correct positions for the exercises being taught 5.8 Explain how to adapt exercise positions as appropriate to individual clients and conditions 5.9 Explain why it is important to make sure clients understand instructions, demonstrations and explanations and describe how this can be done 5.10 Explain the importance of non-verbal communication and the effect of body language 5.11 Explain how to adapt communication to meet clients' needs			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.12 Explain why it is important to monitor individual progress especially if more than one client is involved 5.13 Appraise methods of monitoring clients' progress 5.14 Identify when it may be necessary to adapt planned exercises to meet clients' needs and explain how to do so 5.15 Explain methods of maintaining clients' motivation especially when they are finding exercises difficult 5.16 Explain the importance of correcting techniques and how to adopt appropriate teaching styles to ensure clients apply techniques correctly 5.17 Explain how to modify the intensity of exercise to match clients' response to physical activity			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to teach and adapt planned exercises	6.1 Ensure there is an effective balance of instruction, activity and discussion within the session 6.2 Use teaching and motivational styles that are appropriate to clients and accepted good practice 6.3 Provide clients with an appropriate warm-up 6.4 Make best use of the environment in which clients are exercising 6.5 Provide instructions, explanations and demonstrations that are technically correct, safe and effective 6.6 Check clients' understanding of instructions, explanations and demonstrations 6.7 Adapt verbal and non-verbal communication methods to make sure clients understand what is required 6.8 Ensure clients can carry out the exercises safely on their own 6.9 Observe and analyse clients' performance, providing positive reinforcement throughout 6.10 Correct techniques at appropriate points 6.11 Progress or regress exercises according to clients' performance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand how to bring exercise sessions to an end	7.1 Explain why it is important to allow sufficient time for clients to finish exercising and how the cool-down can be adapted to different levels of client needs and experience 7.2 Explain the purpose and value of cool-down activities and how to select these according to the type and intensity of physical exercise and clients needs and condition 7.3 Explain why clients should understand the value and purpose of cool-down 7.4 Describe why clients should be given the opportunity to ask questions, provide feedback and discuss their performance and explain how to make sure this happens 7.5 Describe why clients should be given feedback on their performance and explain how to do this in a way that is accurate but maintains client motivation and commitment 7.6 Explain why clients need to see their progress against objectives in terms of their overall goals and programme 7.7 Explain why clients need information about future activities, either supervised or unsupervised 7.8 Outline the correct procedures for dealing with equipment and the wider facility once the session is over			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Be able to bring exercise sessions to an end	8.1 Allow sufficient time for the closing phase of the session 8.2 End the exercises using a cool down that is safe and effective for clients 8.3 Provide clients with positive reinforcement about their performance 8.4 Give clients feedback on the session 8.5 Explain to clients how progress made links to their short, medium and long term goals 8.6 Discuss other possible physical activities with clients 8.7 Leave the environment in a condition suitable for future use			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 9: Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme

Unit reference number: M/601/7762

QCF level: 3

Credit value: 7

Guided learning hours: 42

Unit summary

This unit covers the knowledge and competence that the learner needs to apply the principles of nutrition to support client goals as part of an exercise and physical activity programme.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which 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 3 NVQ Diploma in Personal Training.

Learning Outcomes 1 and 3

These can be assessed by:

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

Learning Outcomes 2 and 4

These must be assessed using workplace evidence generated when the learner is applying the principles of nutrition to support client goals as part of an exercise and physical activity programme.

Learning Outcome 2

When collecting and analysing information and agreeing goals with the client the learner must cover seven of the following types:

(a) information

1 personal goals

2 lifestyle

3 medical history

4 physical activity history

5 diet history

6 food preferences

7 supplement use

8 nutritional knowledge, attitudes and motivation

9 stage of readiness

with two of the following types:

(b) clients

1 with specific fitness needs

2 with general health needs

with two of the following types:

(c) goals

1 healthy eating

2 weight management

3 improved fitness

4 improved self-image.

Learning Outcome 4

When applying, monitoring and adapting the principles of nutrition and weight management to an exercise and physical activity programme the learner must cover two of the following types:

(a) clients

1 with specific fitness needs

2 with general health needs

with two of the following types of:

(b) goals

1 healthy eating

2 weight management

3 improved fitness

4 improved self-image.

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 collect and analyse information and agree goals with the client	1.1 Outline the range of professionals and professional bodies involved in the area of nutrition 1.2 Describe how to obtain clients' informed consent before collecting nutritional information 1.3 Explain why it is important to collect accurate nutritional information about clients 1.4 Describe the information that needs to be collected to offer nutritional advice to clients safely and effectively 1.5 Outline the legal and ethical implications of collecting nutritional information 1.6 Describe different formats for recording nutritional information 1.7 Explain why confidentiality is important when collecting nutritional information 1.8 Explain issues that may be sensitive when collecting nutritional information 1.9 Explain basic dietary assessment methods			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.10 Evaluate different methods that can be used to measure body composition and health risk in relation to weight including: – Body Mass Index (BMI) – waist circumference (WC) – waist to hip ratio – skin folds and skin fold indices – bioelectrical impedence 1.11 Assess health risk in relation to body composition, height and weight and, where available, compare to 'norms' 1.12 Explain how to sensitively divulge the interpretation of collected information and results to clients 1.13 Describe how to recognise the signs and symptoms of disordered eating 1.14 Describe a healthy eating pattern 1.15 Explain the circumstances in which a client should be recommended to visit a GP about the possibility of referral to a registered dietitian and the process that should be followed 1.16 Explain the circumstances in which a client should be referred on to a accredited sports dietitian and the process that should be followed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.17 Analyse and interpret collected information to identify clients' needs and nutritional goals in comparison to national guidelines/the national food model 1.18 Explain how to apply the principles of goal setting when offering nutritional advice 1.19 Explain when to involve people other than the client in nutritional goal setting and identify who these people might be 1.20 Identify barriers which may prevent clients achieving the agreed nutritional goals 1.21 Describe motivational strategies that can be used to encourage healthy eating and prevent non-compliance or relapse			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to collect and analyse information and agree goals with the client	2.1 Collect, record and analyse the information needed about clients nutritional goals 2.2 Identify when clients need referral to another professional 2.3 Agree clients' needs and readiness to take part 2.4 Agree clients' short-, medium- and long-term nutritional goals 2.5 Identify barriers to clients achieving the agreed nutritional goals 2.6 Set nutritional goals that are specific, measurable, achievable, realistic and time-bound and reflect accepted good practice 2.7 Record the agreed goals in a format that is clear to all who may be involved 2.8 Identify and agree strategies to prevent non-compliance or relapse 2.9 Identify and agree review points			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme	3.1 Describe the structure and function of the digestive system 3.2 Explain the meaning of key nutritional terms including: – diet – healthy eating – nutrition – balanced diet 3.3 Explain professional role boundaries with regard to offering nutritional advice to clients 3.4 Explain the key nutritional principles/messages and national guidelines that underpin a healthy diet 3.5 Describe the nutritional principles and key features of the national food model/guide 3.6 Explain the relationship between nutrition, physical activity, body composition and health and how to communicate it to clients, including: – links to disease/disease risk factors – cholesterol (including desirable levels of HDL, LDL, Total Cholesterol: HDL ratio) – types of fat 3.7 Describe the nutritional requirements and hydration needs of the physical activity programme			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.8 Outline factors that may influence clients' eating habits and prevent them from achieving nutritional goals 3.9 Identify groups of clients at risk of nutritional deficiencies 3.10 Identify how to access reliable sources of nutritional information 3.11 Distinguish between evidence-based knowledge versus the unsubstantiated marketing claims of suppliers 3.12 Explain the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic exercise 3.13 Define the components of energy expenditure and the energy balance equation 3.14 Demonstrate how to determine Basal Metabolic Rate (BMR) 3.15 Demonstrate how to determine energy requirements based on physical activity levels and other relevant factors 3.16 Describe energy needs/expenditure for different physical activities 3.17 Outline the function and metabolism of the macro nutrients 3.18 Outline the function and metabolism of micro nutrients			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.19 Identify the main food groups and the nutrients they contribute to the diet 3.20 Describe portion sizes in the context of the national food model 3.21 Identify the calorific/kilojoule value of nutrients 3.22 Describe common terminology used in nutrition including: – UK dietary reference values (DRV) – recommended daily allowance (RDA) – recommended daily intake (RDI) – glycaemic index 3.23 Describe how to identify and agree nutritional goals and translate them into basic healthy-eating advice that reflects current national guidelines 3.24 Interpret food-labelling information 3.25 Explain the significance of healthy food preparation 3.26 Explain the potential heath and performance implications of severe energy restriction, weight loss and weight gain 3.27 Explain how cultural and religious dietary practices can influence nutritional advice 3.28 Explain the importance of communicating the health risks associated with current weight-loss fads and popular diets to clients			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.29 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a registered dietitian 3.30 Explain the need for reappraisal of client's body composition and other relevant health parameters at agreed stages of the program 3.31 Outline safety, effectiveness and contraindications relating to protein and vitamin supplementation 3.32 Outline industry guidelines on managing users with suspected eating disorders			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme	4.1 Analyse clients' nutritional needs and preferences in relation to current status and nutritional goals 4.2 Use credible sources of information and advice in establishing clients' goals 4.3 Design and agree nutritional goals that are compatible with the analysis carried out, accepted good practice and national guidelines 4.4 Identify and obtain credible educational resources for use with clients 4.5 Ensure that the nutritional goals support and integrate with other programme components 4.6 Ensure that clients understand and follow the nutritional advice as part of the exercise and physical activity programme 4.7 Evaluate and review clients' progress towards the agreed nutritional goals 4.8 Monitor and refine clients' nutritional goals during the physical activity programme			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 10: Plan, market and sell services

Unit reference number: T/601/7763

QCF level: 3

Credit value: 5

Guided learning hours: 26

Unit summary

This unit covers the knowledge and competence that the learner needs to plan, market and sell services.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents:

- 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 3 NVQ Diploma in Personal Training.

Learning Outcomes 1, 3, 5 and 7

These can be assessed by:

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

Learning Outcome 2

When planning marketing and sales the learner must cover both of the following types:

(a) market

1 existing

2 new.

Learning Outcomes 2, 4, 6 and 8

These must be assessed using workplace evidence generated when the learner is planning, marketing and selling services.

Learning Outcome 4

When marketing services the learner must cover both of the following types:

(a) best ways to reach potential clients

1 personally

2 through other people

with two of the following types:

(b) ways to present the services

1 talking to people directly

2 using printed materials

3 electronically.

Learning Outcome 6

When selling services directly to clients the learner must cover two of the following types:

(a) information

1 spoken

2 written

3 electronic.

Learning Outcome 8

When following up marketing and client enquiries the learner must cover two of the following types:

(a) information

1 spoken

2 written

3 electronic.

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 plan marketing and sales	1.1 Identify the sources of marketing and sales information 1.2 Describe how the market is segmented/divided by: – age – income – occupation/social class – the benefits that potential clients are looking for 1.3 Assess the market in terms of: – the pricing of the service – the promotion of the service – customer needs and expectations – trends in the industry 1.4 Explain how to identify competitors and assess their strengths and weaknesses 1.5 Explain how to identify and assess own strengths and weaknesses 1.6 Describe how to develop services that address a certain 'niche' in the market 1.7 Explain how to cost services and develop marketing and sales plans that take account of cash flow and tax considerations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.8 Explain the importance of testing proposed products and services with other people and describe how to do so 1.9 Explain the importance of having realistic and achievable targets for marketing and sales 1.10 Explain how to develop sales and marketing targets 1.11 Explain the importance of being able to evaluate sales and marketing plans 1.12 Explain ways of monitoring and evaluating marketing and sales			
2 Be able to plan marketing and sales	2.1 Research the market according to the service being offered 2.2 Identify existing and new trends in the industry 2.3 Identify competitors and analyse their strengths and weaknesses in comparison to own 2.4 Identify the types of client who might be interested in the services and the benefits they are looking for 2.5 Develop and cost services that will be attractive to potential clients 2.6 Test these services with other people and obtain their feedback 2.7 Set realistic and achievable marketing and sales targets within defined timescales 2.8 Decide how to evaluate the marketing and sales aspects of the service			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to market services	3.1 Identify the best ways of reaching potential clients 3.2 Describe the 'image' clients may have of the types of services offered and how to develop an image that is unique 3.3 Explain how to present services so that they and their benefits will be attractive to clients 3.4 Describe different ways to present/market the services 3.5 Explain the importance of being proactive in marketing and reaching potential clients 3.6 Explain the importance of promoting the value and benefits of the services to clients 3.7 Explain the importance of monitoring the effectiveness of marketing and sales activities 3.8 Explain how to overcome problems and improve services 3.9 Describe methods of monitoring marketing and sales			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to market services	4.1 Identify the best ways to reach potential clients 4.2 Present the services so that they are attractive to potential clients 4.3 Promote the value and benefits of the services to clients 4.4 Keep track of marketing and sales and compare what is being achieved with set targets 4.5 Find ways of improving marketing and sales			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how to sell services directly to clients	5.1 Explain the importance of being proactive in selling without giving the impression of 'the hard sell' and describe how to do so 5.2 Explain why it is important to correctly identify client's needs and expectations in relation to the services offered 5.3 Explain how to identify services that match or come close to client's needs and expectations 5.4 Explain the importance of ensuring accurate information is provided especially in relation to legal requirements covering trade descriptions and sale of goods 5.5 Explain the importance of giving clients the opportunity to ask questions and discuss the services and their benefits 5.6 Identify buying signals that a client might give and how they can be used to help move the sale on 5.7 Explain the importance of negotiating services that meet both own needs and that of the client 5.8 Explain how to confirm the client is ready to complete the sale without making them feel rushed and why this is an important stage 5.9 Explain why it is important to agree terms with the client and how to do so 5.10 Outline the relevant documents that need to be completed and why these are important			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to sell services directly to clients	6.1 Identify client's needs and expectations 6.2 Suggest services that meet client's needs and expectations 6.3 Provide information about the services and their benefits clearly, accurately and in a way that will motivate the client to take them up 6.4 Give the client full opportunity to ask questions and discuss the services and their benefits and, if necessary, think about their decision 6.5 Identify buying signals from the client and use these to move the sale on 6.6 Offer and agree a service that meets own needs and those of the client 6.7 Ensure the client is ready to commit themselves to the sale 6.8 Agree terms with the client and make sure they are satisfied with the sale 6.9 Ensure all relevant documents are completed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Understand how to follow up marketing and client enquiries	7.1	Explain the importance of keeping up to date information on marketing and client enquiries			
		7.2	Outline the features of a client service management system and how to choose a method that is most appropriate to the business/service offered			
		7.3	Outline the legal and organisational requirements for data protection and how to ensure that they are followed			
8	Be able to follow up marketing and client enquiries	8.1	Develop and keep up-to-date a client service management system			
		8.2	Keep in regular contact with existing clients and with those who have made enquiries			
		8.3	Provide existing clients and prospective clients with information on new and existing services			
		8.4	Respond promptly and positively to further enquiries and make efforts to obtain new business			
		8.5	Follow all legal and organisational requirements for data protection			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

To obtain the National Occupational Standards please go to: www.ukstandards.org.uk.

Professional development and training

Edexcel 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). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel 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: Progression pathways

The Edexcel qualification framework for the Active Leisure and Learning sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
5			BTEC HND Diplomas in: – Sport – Sport and Exercise Sciences		
4			BTEC HNC Diplomas in: – Sport – Sport and Exercise Sciences		NVQ in Spectator Safety Management
3	Advanced Subsidiary GCEs in: – Physical Education – Leisure Studies Advanced GCEs in: – Physical Education – Leisure Studies	Principal Learning and Additional and Specialist Learning in Sport and Active Leisure	BTEC 'Nationals' in: – Sport – Sport and Exercise Sciences	BTEC Certificate and Diploma in Sailing and Watersports BTEC Award in Employment Awareness in Active Leisure and Learning	NVQs in: – Sports Development – Leisure Management – Achieving Excellence in Sports Performance – Spectator Safety

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
2	GCSE in Physical Education (Short Course) GCSE in Physical Education	Principal Learning and Additional and Specialist Learning in Sport and Active Leisure	BTEC 'Firsts' in Sport	BTEC Certificates in Sailing and Watersports BTEC Awards in: – Understanding Stewarding at Spectator Events – Employment Awareness in Active Leisure and Learning	NVQs in: – Active Leisure, Learning and Wellbeing – Operational Services – Activity Leadership – Instructing Exercise and Fitness – Spectator Safety – Sport and Play Surfaces
1		Principal Learning and Additional and Specialist Learning in Sport and Active Leisure	BTEC Award, Certificate and Diploma in Sport and Active Leisure		NVQ in Sport and Active Leisure
Entry	Entry Level Certificate in Physical Education		BTEC Award in Sport and Active Leisure		

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel 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 relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel 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 Edexcel 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 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 Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them 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. Edexcel operates a quality-assurance process, 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 Edexcel.

The Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel 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 C: Centre certification and registration

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

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

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel 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 Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be 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 Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.

Annexe D: Assessment requirements/strategy

Assessment strategy for active leisure, 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 annexe 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-recognised 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 annexe.

The information contained in the annexe 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 ongoing 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, SkillsActive 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

SkillsActive 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'.

SkillsActive 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 Well-being: Level 3 Diploma in Personal Training NVQ

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 3 Personal Training

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 3 in Personal Training and they apply equally to prospective external and internal verifiers and assessors, who must have[1]:

- A discipline specific qualification equivalent to the Level 3 Award/Certificate/Diploma in Personal Training NVQ, or equivalent (SkillsActive will provide guidance on "equivalence" through reference to the Register of Exercise Professionals)
- Knowledge of, and commitment to, the active leisure, learning and well-being values statement for **all** staff and the Exercise and Fitness Code of Ethical Practice as well as any specific values that relate to the working contexts in which the level 3 is being achieved.

All the other requirements specified in the assessment strategy should be consistently applied, those listed here are supplementary.

Resources

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

- Sufficient space for the safe and effective delivery of the Exercise and fitness discipline/activity (this should take into account health and safety requirements, equal opportunities practice (e.g. taking into account any special requirements or disabilities of learners), and the number of learners being assessed. The space required will be determined by the discipline/ activity eg exercise to music will require a studio space)
- 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).

Centre guidance

Given that candidates may embark on this qualification with no Level 2 qualification in the area, it is imperative that centres provide opportunity for candidates to acquire the underpinning knowledge and skills required to enable them to achieve the qualification. For example, candidates may not have previously covered anatomy and physiology for exercise, or planning and instructing gym based exercise, the knowledge of which would be assumed going into this qualification.

General assessment principles

Where should the evidence come from?

The primary target group is exercise instructors whose primary purpose is to develop and implement exercise and physical activity programmes for apparently healthy adults of all ages. Typical settings will be public or private leisure centres, gyms/fitness centres, studio/sports hall, client's home or other enclosed space or outdoors.

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, C22 Promote health, safety and welfare in active leisure and recreation, D460 Design, manage and adapt a personal training programme with clients, D462 Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme, and B242 Plan, market and sell services in active leisure, for which simulation is deemed to be acceptable. In addition, simulation and questioning are allowed for a limited number of items in some other units. These are clearly detailed in the evidence requirements below.

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 3 Diploma in Personal Training 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 will be involved in planning and delivering personal training sessions with clients. This will involve designing, managing and adapting programmes (D460 Design, manage and adapt a personal training programme with clients), delivering exercise and physical activity to clients (D461 Deliver exercise and physical activity as part of a personal training programme), motivating adherence (C317 Motivating clients to maintain long term adherence to exercise and physical activity) and evaluating the sessions (D459 Evaluating exercise and physical activity programmes).

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 D460. The assessor can then observe them taking the client through the planned exercises/physical activities (D461). Both of these activities will also provide assessment evidence for unit C317. The assessor may also 'sit in' while the learner reviews the sessions they have planned and delivered. This will provide evidence for D459.

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

Unit 3: 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 is available.

Use of supplementary evidence

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

Knowledge and understanding

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

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

Unit 4: Motivate clients to maintain long term adherence to exercise and physical activity

Evidence of real work activity

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

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

- four types of clients.

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

Simulation

Simulation is allowed for 2.10, 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.

Unit 5: 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.

Unit 6: Evaluate exercise and physical activity programmes

Evidence of real work activity

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

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

- three types of objectives
- nine types of programme components
- two types of relevant people.

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

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Knowledge and understanding

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

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

Unit 7: Design, manage and adapt a personal training programme with clients

Evidence of real work activity

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

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

- blood pressure (manual and digital where available)
- anthropometrics (eg height and weight, BMI, waist circumference or waist to hips ratio)
- body composition (eg callipers, bio-electrical impedance etc)
- cardiovascular fitness (using validated/recognised protocols such as Astrand bike test, Rockport walking test etc)
- range of motion (eg using validated/recognised protocols such as sit and reach test, visual assessment during stretch positions etc)
- muscular fitness (eg using validated/recognised protocols such as abdominal curl/sit-up test, press-up test etc).

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

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

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

- interval
- Fartlek
- continuous

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

- resistance machines
- free weights; including barbells and dumbbells and cables where available.

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

- pyramid systems
- super-setting
- giant sets
- tri sets
- forced repetitions
- pre/post exhaust
- negative/eccentric training
- muscular strength endurance/muscular fitness.

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

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

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

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

- six types of information
- two types of clients
- four types of methods
- three types of goals
- four types of exercises/physical activities.

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

Simulation

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

Use of supplementary evidence

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

Knowledge and understanding

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

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

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

Unit 8: Deliver exercise and physical activity as part of a personal training programme

Evidence of real work activity

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

There must be evidence that a learner has instructed participants in the use of cardiovascular machines.

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

- interval
- Fartlek
- Continuous.

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

- resistance machines
- free weights; including barbells and dumbbells and cables where available.

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

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

- pyramid systems
- super-setting
- giant sets
- tri sets
- forced repetitions
- pre/post exhaust
- negative/eccentric training
- muscular strength endurance/muscular fitness.

NB the number of machines/items of equipment will depend upon the learner's plan but the minimum number of training approaches must be adhered to.

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

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

- three types of clients
- two type of resources
- four types of exercises
- five types of goals
- two types of environments.

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

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Knowledge and understanding

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

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

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

Unit 9: Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme

Evidence of real work activity

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

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

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

- seven types of information
- two types of clients
- two types of goals.

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

Simulation

Simulation is allowed for 2.2, 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.

Unit 10: Plan, market and sell services in active leisure

Evidence of real work activity

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

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

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

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

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Knowledge and understanding

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

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

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

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.

Explanation and examples of terms

Casualty

the person who has suffered the injury or illness

Controlling risk

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

Emergency

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

Emergency services

the ambulance, police, fire service, or coastguards

Facility

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

Hazard

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

Hazardous substances

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

Risk

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

Health and safety requirements

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

Other people involved

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

People with particular needs

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

Qualified assistance

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

Security breaches

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

Situations likely to cause emotional distress

for example, bullying or intimidation

Unsafe behaviour

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

Level 3 NVQ Diploma in Personal Training (QCF) anatomy

Bones

Axial skeleton

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

Appendicular skeleton

- Scapula
- Clavicle
- Humerus
- Ulna
- Radius
- Carpals
- Metacarpals
- Phalanges
- Ilium
- Ischium
- Pubis
- Femur
- Patella
- Tibia
- Fibula
- Tarsals
- Calcaneus
- Metatarsals

Joints

- Immovable
- Slightly Moveable
- Synovial
  - Gliding
  - Pivot
  - Ball and Socket
  - Hinge
  - Condyloid/Ellipsoid
  - Saddle

Major muscles

- Pectoralis Major
- Deltoids
- Biceps
- Rectus Abdominis
- Obliques
- Tranverse Abdominis
- Trapezius
- Rhomboids
- Triceps
- Latissimus Dorsi
- Erector Spinae
- Hip Flexors
- Quadriceps
- Adductors
- Anterior Tibialis
- Gluteals
- Abductors
- Hamstrings
- Gastrocnemius
- Soleus
- Diaphragm
- Intercostals
- Rotator Cuff
  - Teres minor,
  - Supraspinatus
  - Subscapularis
  - Infraspinatus
- Shoulder Girdle
  - Levator Scapulae
  - Pectoralis Minor
  - Serratus Anterior
  - Trapezius
  - Rhomboids major/minor
  - Teres Major
- Spinal Extensors
  - Erector Spinae: Iliocostalis, Longissimus, Spinalis
  - Multifidus
  - Quadratus Lumborum
- Hip Flexors (Iliopsoas)
  - Iliacus
  - Psoas Major
- Adductors
  - Magnus
  - Brevis
  - Longus
  - Pectinius
  - Gracilis
  - Sartorius
- Abductors
  - Gluteus Medius
  - Gluteus Minimus
  - Piriformis
  - Tensor Fascia Latae
- Abdominals
  - Internal and External Obliques
  - Transverse abdominis
- Quadriceps
  - Rectus Femoris
  - Vastus Lateralis
  - Vastus Medialis
  - Vastus Intermedius
- Hamstrings
  - Semitendinosus
  - Semimembranosus
  - Biceps Femoris

Annexe F: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title

Please go to www.ofqual.gov.uk to access the document *'Operating rules for using the term 'NVQ' in a QCF qualification title'*.

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For more information on Edexcel and BTEC qualifications please
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