

# 1st4sport Level 2 NVQ Diploma in Instructing Exercise and Fitness

Qualification Specification



## About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

**Our Mission:** To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

**Our Direction:** We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

## Qualification Specification

Title:	1st4sport Level 2 NVQ Diploma in Instructing Exercise and Fitness
Qualification Overview:	Provides learners with the knowledge, confidence and skills to become an exercise and fitness instructor. This product is awarded 10 cpd points with CIMSPA.
Qualification Code:	L2DIEFQ
Qualification Regulation Number:	601/6791/9
Guided Learning Hours (GLH):	242
Total Qualification Time (TQT):	370
Credit Value (if applicable):	37
Operational Start Date:	01/12/2015
Qualification Review Date:	31/12/2025
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to become an exercise and fitness instructor.
Qualification Purpose:	Confirm competence in an occupational role to the standards required

### Who is this qualification for?

This qualification is for learners who wish to become exercise and fitness instructors. Whilst the qualification does enable learners to choose from one of four pathways; the qualification is predominately aimed at those wishing to specialise in instructing via the gym based pathway or those who operate as sports coaches that aspire to develop gym based fitness competencies.

## Qualification Progression

Learners could progress onto the:

- 1st4sport Level 3 Certificate in Coaching Strength and Conditioning for Sport
- 1st4sport Level 3 NVQ in Personal Training
- 1st4sport Level 3 Certificate in Supporting Physical Development and Physical Activity in the Early Years
- 1st4sport Level 3 Certificate in Supporting the Delivery of Physical Education and School Sport
- 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport

Potential job roles include:

- Gym instructor; delivering gym inductions and designing health related gym programmes
- Studio instructor; delivering a range of classes for example aerobics or body conditioning. The qualification enables the instructor to then further continued professional development activities to further enhance the range of classes they are able to deliver (for example step classes)
- Aqua aerobics instructor; delivering a water-based aerobics session in shallow water pools
- Children's exercise and physical activity instructor; delivering fun activity sessions, within an employment setting.

## Entry Requirements

Learners must be a minimum of 16 years old at registration and 16 years old at certification.

## Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 16 years of age
- be able to undertake this assessment in English or Welsh (if available)

## Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 5 of 5 mandatory units),
- Multiple Choice Examination (in 2 of 5 mandatory units),
- Practical Demonstration/Assignment (in 5 of 5 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

## Grading Methods

This qualification will be graded Pass / Fail.

## Qualification Structure

Learners must successfully complete all mandatory units and 2 of 8 optional units to achieve this qualification.

### Mandatory Units

Unit ID	Unit Title	GLH
H/600/9013	Anatomy and physiology for exercise	41
D/601/4484	Promote health, safety and welfare in active leisure and recreation	30
A/600/9017	Principles of exercise, fitness and health	28
A/601/7361	Work with clients to help them to adhere to exercise and physical activity	25
F/601/7362	Reflect on and develop own practice in providing exercise and physical activity	23

### Optional Units

Unit ID	Unit Title	GLH
J/601/7363	Plan and prepare gym-based exercise	43
L/601/7364	Instruct and supervise gym-based exercise	43
R/601/7365	Plan and prepare group exercise to music	33
Y/601/7366	Instruct group exercise to music	43
D/601/7367	Plan and prepare water-based exercise	35
H/601/7368	Instruct water-based exercise	41
K/601/7369	Plan and prepare health related exercise and physical activity for children	55
D/601/7370	Instruct health related exercise and physical activity to children	40

### Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Anatomy and physiology for exercise
Unit Aim	This unit covers the knowledge an instructor needs about anatomy and physiology relating to exercise programming for apparently healthy adults of all ages.
Unique Unit Number	H/600/9013
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Multiple Choice Examination</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	This unit will be assessed via a multiple-choice examination paper.

**Learning Outcome: 1. Understand the structure and function of the circulatory system**

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Identify the location of the heart	
1.2 Describe the function of the heart	
1.3 Describe the structure of the heart	
1.4 Describe how blood moves through the four chambers of the heart 1.5	
1.5 Describe systemic and pulmonary circulation	
1.6 Describe the structure and functions of blood vessels	
1.7 Define blood pressure	
1.8 Identify blood pressure classifications	

**Learning Outcome: 2. Understand the structure and function of the respiratory system**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Identify the location of the lungs	
2.2 Describe the function of the lungs	
2.3 Describe the structure of the lungs	
2.4 Identify the main muscles involved in breathing	
2.5 Describe the passage of air through the respiratory tract	
2.6 Describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs	



**Learning Outcome: 3. Understand the structure and function of the skeleton**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Describe the basic functions of the skeleton	
3.2 Identify the structures of the axial skeleton	
3.3 Identify the structures of the appendicular skeleton 3.4	
3.4 Explain the classification of bones	
3.5 Explain the structure of long bone	
3.6 Explain the stages of bone growth	
3.7 Describe posture in terms of: <ul style="list-style-type: none"> <li>• curves of the spine</li> <li>• Postural deviations</li> <li>• neutral spine alignment</li> <li>• potential ranges of motion of the spine</li> <li>• postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy</li> </ul>	

## Learning Outcome: 4. Understand joints in the skeleton

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Describe the classification of joints	
4.2 Describe the structure of synovial joints	
4.3 Describe the types of synovial joints and their range of motion	
4.4 Describe joint movement potential and joint actions	

## Learning Outcome: 5. Understand the muscular system

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Identify the three types of muscle tissue	
5.2 Define the characteristics and functions of the three types of muscle tissue	
5.3 Describe the basic structure of skeletal muscle	
5.4 Name and locate the anterior skeletal muscles	
5.5 Name and locate the posterior skeletal muscles	
5.6 Describe the structure and function of the pelvic floor muscles	
5.7 Describe the different types of muscle action	
5.8 Identify the joint actions brought about by specific muscle group contractions	
5.9 Identify skeletal muscle fibre types and their characteristics	

### Learning Outcome: 6. Understand the life-course of the musculoskeletal system and its implications for special populations exercise

Assessment Criteria The learner can:	Indicative Delivery Content
<p>6.1 Describe the life-course of the musculoskeletal system, including relevant tendon, ligament, muscle, joint and bone mineral density changes, and their implications for exercise, plus specific implications for working with:</p> <ul style="list-style-type: none"> <li>• young people in the 14-16 age range</li> <li>• antenatal and postnatal women</li> <li>• older people (50 plus)</li> </ul>	

### Learning Outcome: 7. Understand energy systems and their relation to exercise

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 Describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate	
7.2 Explain the use of the three energy systems during aerobic and anaerobic exercise	

### Learning Outcome: 8. Understand the nervous system and its relation to exercise

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 Describe the role and functions of the nervous system 8.2	
8.2 Describe the principles of muscle contraction 8.3	
8.3 Describe the 'all or none law'/motor unit recruitment 8.4	
8.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness	

**Learning Outcome: 9. Understand the structure and function of the digestive system**

Assessment Criteria	Indicative Delivery Content
The learner can:	
9.1 Describe the function of each section of the alimentary canal (mouth, oesophagus, stomach, small intestine, large intestine)	
9.2 Describe how fats, proteins and carbohydrates are digested and absorbed, and the main enzymes involved	
9.3 Explain the role of dietary fibre in the maintenance of gut function	
9.4 Explain the role of the liver and pancreas in assisting digestion	
9.5 Describe timescales for digestion	
9.6 Explain the importance of fluid in digestion	

<b>Unit Title</b>	Promote health, safety and welfare in active leisure and recreation
<b>Unit Aim</b>	This unit aims to develop learners knowledge of the promotion of health, safety and welfare in active leisure and recreation.
<b>Unique Unit Number</b>	D/601/4484
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	See assessment guidance.

**Learning Outcome: 1. Know how to promote health, safety and welfare in active leisure and recreation**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
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 Outcome: 2. Know how to control risks in active leisure and recreation

Assessment Criteria	Indicative Delivery Content
The learner can:	
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	
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	

### Learning Outcome: 3. Be able to help to control risks in the active leisure and recreation environment

Assessment Criteria The learner can:	Indicative Delivery Content
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 Outcome: 4. Know how to help to safeguard and protect children and vulnerable adults**

Assessment Criteria	Indicative Delivery Content
The learner can:	
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	

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	

### Learning Outcome: 5. Be able to help to safeguard and protect children and vulnerable adults

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Ensure that up-to-date information on guidelines for safeguarding and protecting children and vulnerable adults is available	
5.2 Identify what the policies and procedures mean for own job and area of work	
5.3 Follow the relevant procedures for: <ul style="list-style-type: none"> <li>Safeguarding and protecting children and vulnerable adults at all times</li> <li>Protecting self from potential accusations</li> </ul>	
5.4 Be alert to possible signs of abuse	
5.5 Identify, record and report any concerns about the welfare of children and vulnerable adults, while maintaining confidentiality	

## Learning Outcome: 6. Know how to deal with injuries and signs of illness

Assessment Criteria	Indicative Delivery Content
The learner can:	
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 Outcome: 7. Be able to deal with injuries and signs of illness**

Assessment Criteria	Indicative Delivery Content
The learner can:	
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	

### Learning Outcome: 8. Know how to follow emergency procedures

Assessment Criteria The learner can:	Indicative Delivery Content
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 Outcome: 9. Be able to follow emergency procedures

Assessment Criteria The learner can:	Indicative Delivery Content
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	



Unit Title	Principles of exercise, fitness and health
Unit Aim	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.
Unique Unit Number	A/600/9017
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Multiple Choice Examination</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	This unit will be assessed via a multiple-choice examination paper.

### Learning Outcome: 1. Understand the effects of exercise on the body

Assessment Criteria The learner can:	Indicative Delivery Content
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 (DOMS)	
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	

### Learning Outcome: 2. Understand the components of fitness

Assessment Criteria The learner can:	Indicative Delivery Content
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 Outcome: 3. Understand how to apply the principles and variables of fitness to an exercise programme**

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Describe the physiological implications of: <ul style="list-style-type: none"> <li>• specificity</li> <li>• progressive overload</li> <li>• reversibility</li> <li>• adaptability</li> <li>• individuality</li> <li>• recovery time</li> </ul>	
3.2 Explain the principles of Frequency, Intensity, Time and Type (FITT)	
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 Frequency, Intensity, Time and Type (FITT)	
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 Outcome: 4. Understand the Exercise contraindications and key safety guidelines for special populations

Assessment Criteria The learner can:	Indicative Delivery Content
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	

### Learning Outcome: 5. Understand how to safely monitor exercise intensity

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including: <ul style="list-style-type: none"> <li>• the talk test</li> <li>• Rate of Perceived Exertion (RPE)</li> <li>• heart rate monitoring and the use of different heart rate zones</li> </ul>	

**Learning Outcome: 6. Understand the health benefits of physical activity**

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 Describe the health and wellbeing benefits of physical activity	
6.2 Describe the effect of physical activity on the causes of certain diseases including: <ul style="list-style-type: none"> <li>• Coronary Heart Disease</li> <li>• Some cancers</li> <li>• Type 2 Diabetes</li> <li>• Hypertension</li> <li>• Obesity</li> <li>• Osteoporosis</li> </ul>	

## Learning Outcome: 7. Understand the importance of healthy eating

Assessment Criteria	Indicative Delivery Content
The learner can:	
7.1 Describe the UK national food model/guide	
7.2 Describe key healthy eating advice that underpins a healthy diet for the UK	
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	
7.9 Define a nutritionally balanced diet	
7.10 Explain ways a nutritionally balanced diet can support a clients healthy lifestyle	
7.11 Suggest ways to encourage clients to make good food choices	

<b>Unit Title</b>	Work with clients to help them to adhere to exercise and physical activity
<b>Unit Aim</b>	This unit aims to develop learners skills and behaviours when working with clients to encourage adherence to the activity.
<b>Unique Unit Number</b>	A/601/7361
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	See assessment guidance.

### Learning Outcome: 1. Understand how to establish and maintain an effective relationship with clients

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Describe how to present a positive image of self and organisation	
1.2 Describe why the relationship between the instructor and client is important	
1.3 Identify the types of personal qualities that instructors need to develop in order to help and support clients	
1.4 Describe why clients need to understand the instructors role and responsibilities	
1.5 Outline the extent and limitations of own role and responsibility when working with clients	
1.6 Describe how to communicate clearly with a range of different clients	
1.7 Describe what is meant by a 'professional relationship' between instructor and client	

<p>1.8 Describe what is meant by 'valuing diversity' in a practical context when working with clients</p>	
<p>1.9 Identify the types of prejudice and discrimination that individual clients might experience and describe how to overcome these</p>	
<p>1.10 Describe what is meant by 'confidentiality' and why it is important when working with clients, other staff and professionals</p>	
<p>1.11 Outline the types of information that may be subject to data protection/confidentiality</p>	
<p>1.12 Explain how to maintain client confidentiality in line with good practice</p>	
<p>1.13 Explain how abiding by the Exercise and Fitness Code of Ethical Practice acts to ensure that equality and diversity are reflected during the exercise session</p>	
<p>1.14 Identify the difference between advising on exercise participation and everyday lifestyle physical activity</p>	

### Learning Outcome: 2. Be able to establish and maintain an effective relationship with clients

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Present a positive image of self and organisation to clients	
2.2 Establish an effective working relationship with clients	
2.3 Clearly define own role and responsibilities with clients	
2.4 Communicate clearly with clients in a way that makes them feel valued	
2.5 Use communication and instructing styles that match client needs	
2.6 Maintain a relationship with clients which is in line with good practice and ethical requirements	
2.7 Maintain confidentiality requirements in line with good practice	

### Learning Outcome: 3. Understand how to motivate and support clients to adhere to exercise and physical activity

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Describe the typical goals and expectations that clients have	
3.2 Describe the types of barriers individual clients may face when undertaking physical activity and achieving their goals	
3.3 Describe how clients can be helped to identify and overcome these barriers	
3.4 Describe the types of incentives and rewards that may be appropriate to a range of different clients	

<p>3.5 Describe the types of exercise preferences that different clients may have</p>	
<p>3.6 Explain why clients need to understand their own responsibility for personal motivation and fitness and how they can be assisted with this</p>	
<p>3.7 Outline the communication skills needed to assist clients with motivation:</p> <ul style="list-style-type: none"> <li>• how to ask open ended questions</li> <li>• basic listening skills</li> <li>• methods of gathering personal information</li> <li>• appropriate questioning techniques</li> <li>• interpreting client responses including body language and other forms of behaviour, especially when undertaking physical activity</li> <li>• means of summarising gathered information</li> </ul>	
<p>3.8 Describe the health benefits of regular physical exercise</p>	
<p>3.9 Define the amount of physical activity required to achieve health benefits</p>	
<p>3.10 Outline the range of different types of physical activity</p>	
<p>3.11 Describe how to assist clients to develop their own motivational strategy</p>	



**Learning Outcome: 4. Be able to motivate and support clients to adhere to exercise and physical activity**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Identify the clients' reasons for taking part in regular physical activity	
4.2 Identify appropriate incentives and rewards for the clients taking part in physical activity	
4.3 Identify the clients' preferences for exercise	
4.4 Ensure clients understand the benefits of taking part in exercise and physical activity	
4.5 Provide the clients with accurate information about the recommended amount of physical activity for them to derive health benefits	
4.6 Clearly inform the clients about other opportunities for regular physical activity appropriate to their needs, abilities and preferences	
4.7 Work with the clients to reduce the barriers to taking part in physical activity	
4.8 Work with the clients to make best use of incentives, preferences and rewards	
4.9 Help the clients to develop and follow through their own motivational strategies	

**Learning Outcome: 5. Understand how to provide ongoing customer service to clients**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Describe the importance of client care both to the client and the organisation	
5.2 Explain why it is important to deal effectively with client needs	
5.3 Outline the types of information which clients need	
5.4 Outline how to respond to requests according to the organisation's procedures	
5.5 Identify where to source relevant information to meet clients needs	
5.6 Outline what types of issues may need to be referred to another professional, when to refer them and who this professional may be in different situations	
5.7 State the importance of explaining any delay in dealing with clients and describe how to do so effectively	

## Learning Outcome: 6. Be able to provide ongoing customer service to clients

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 Engage with clients during exercise	
6.2 Respond positively to clients	
6.3 Gather all relevant information about clients' needs and expectations	
6.4 Listen to and ask the clients' questions to check understanding	
6.5 Discuss with the clients different ways of meeting their needs and expectations	
6.6 Meet clients' needs and expectations to the best of own ability and in line with accepted good practice	
6.7 If clients' needs and expectations are beyond own level of competence, consult another professional	
6.8 Provide the clients with clear information and advice when they need it	
6.9 Find out how well solutions work and provide alternative guidance if necessary	
6.10 Handle client complaints positively following agreed procedures	

Unit Title	Reflect on and develop own practice in providing exercise and physical activity
Unit Aim	The learner will be able to reflect on their own practice and develop future plans.
Unique Unit Number	F/601/7362
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	See assessment guidance.

**Learning Outcome: 1. Understand how to reflect on and develop own practice in providing exercise and physical activity**

Assessment Criteria The learner can:	Indicative Delivery Content
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 Outcome: 2. Understand how to reflect on own professional practice

Assessment Criteria	Indicative Delivery Content
The learner can:	
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 Outcome: 3. Be able to reflect on own professional practice

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Review the outcomes of working with clients, their feedback and feedback from other staff	
3.2 Identify: <ul style="list-style-type: none"> <li>• how effective physical activities were</li> <li>• how effective and motivational the relationship with the client was</li> <li>• how well the professional codes of ethics were implemented when working with clients</li> <li>• how well the instructing style adopted matched clients' needs</li> <li>• how well the clients' exercise, including their health, safety and welfare were managed</li> <li>• the effectiveness of interacting and working with other members of staff</li> </ul>	
3.3 Identify ways in which future practice can be improved	
3.4 Discuss ideas with another professional and take account of their views	

**Learning Outcome: 4. Understand how to improve own professional practice and career opportunities**

Assessment Criteria	Indicative Delivery Content
The learner can:	
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	



**Learning Outcome: 5. Be able to improve own professional practice and career opportunities**

Assessment Criteria	Indicative Delivery Content
The learner can:	
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	

<b>Unit Title</b>	Plan and prepare gym-based exercise
<b>Unit Aim</b>	The learner will be able to plan and prepare gym-based exercise.
<b>Unique Unit Number</b>	J/601/7363
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	See assessment guidance.

### Learning Outcome: 1. Know how to plan and prepare gym-based exercise

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Explain the importance of careful and thorough planning and preparation for physical activity	
1.2 Outline the needs and potential of the clients including reasons for and barriers to participation in the activity	
1.3 Describe how to motivate clients to take part in exercise	
1.4 Describe exercises that are safe and appropriate for clients including alternatives to potentially harmful exercises	
1.5 Identify safe and effective alignment of exercise positions	
1.6 Describe how to plan to use a range of cardiovascular and resistance machines including free weights (barbells, dumbbells, collars, benches)	

## Learning Outcome: 2. Know how to collect and analyse relevant information

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Describe the screening process and the factors which effect the ability to exercise	
2.2 Identify the information needed to plan gym-based exercise and describe why this information is important	
2.3 Identify the range of different methods that may be used to collect information including questionnaire, interview, observation and physical measurements	
2.4 Identify reasons for temporary deferral of exercise	
2.5 Identify why it may be necessary to refer the client to another professional 2	
2.6 Describe the purpose of the informed consent	
2.7 Outline the emergency procedures of the facility/organisation	
2.8 Explain the purpose of the Physical Activity Readiness Questionnaire (PAR-Q) and how to record and interpret the information provided	

**Learning Outcome: 3. Be able to collect and analyse relevant information**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Collect the information needed to plan gym-based exercise	
3.2 Ensure the information is accurate and up-to-date	
3.3 Analyse the information and identify the implications for gym-based exercise	
3.4 Refer any clients whose needs and potential cannot be met to another professional	
3.5 Maintain client confidentiality in line with good practice procedures	

**Learning Outcome: 4. Know how to plan a safe and effective gym-based exercise programme with clients**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Explain how to identify and agree objectives for a programme based on collected information	
4.2 Describe how to use a range of equipment to achieve the clients' goals	
4.3 Outline the health and environmental factors which can influence safety and group/individual working space	
4.4 Describe why it is important to agree goals with clients	
4.5 Describe how to record plans in the required format	
4.6 Outline risk assessment/management procedures	
4.7 Explain the consequences of failing to manage health and safety	

**Learning Outcome: 5. Be able to plan a safe and effective gym-based exercise programme with clients**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Identify and agree objectives that are appropriate to: <ul style="list-style-type: none"> <li>• the needs and potential of participants</li> <li>• accepted good practice in the industry</li> <li>• own level of competence</li> </ul>	
5.2 Plan and agree a programme of gym-based exercise with clients to achieve planned objectives	
5.3 Identify any hazards and assess the risk of these hazards actually causing harm	
5.4 Plan how to minimise identified risks with clients	
5.5 Get advice from another professional if there are any objectives, exercises or hazards beyond own level of competence	
5.6 Agree realistic timings and sequences for exercise	
5.7 Record plans in the appropriate format	

**Learning Outcome: 6. Know how to prepare self and equipment for a gym-based exercise programme**

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

**Learning Outcome: 7. Be able to prepare self and equipment for a gym-based exercise programme**

Assessment Criteria	Indicative Delivery Content
The learner can:	
7.1 Identify and select the correct equipment for the programme	
7.2 Check the equipment is in safe working order	
7.3 Lift and handle the equipment in a way that prevents injury and damage	
7.4 Ensure there is sufficient space for safe exercise performance	
7.5 Ensure there is sufficient equipment for the clients	
7.6 Follow the correct procedures for checking equipment and dealing with any items that are unsafe	
7.7 Leave the environment in a condition acceptable for future use	
7.8 Refer any health, safety or welfare issues to do with equipment to an appropriate person	
7.9 Be fully prepared to supervise the programme	



<b>Unit Title</b>	Instruct and supervise gym-based exercise
<b>Unit Aim</b>	The learner will be able to instruct and supervise gym-based exercise.
<b>Unique Unit Number</b>	L/601/7364
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	See assessment guidance.

**Learning Outcome: 1. Know how to prepare clients for gym-based exercise**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 Explain the purpose and value of a warm-up	
1.2 Explain why clients need to understand the purpose and value of a warm-up	
1.3 Describe safe and effective warm-up activities for gym-based exercise	
1.4 Explain the importance of fitness advice and how to offer it in gym-based physical activity	

**Learning Outcome: 2. Be able to prepare clients for gym-based exercise**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Ensure the environment and equipment is prepared for the agreed exercises	
2.2 Meet the clients punctually and help them feel welcome and at ease	
2.3 Collect any new information that is required	
2.4 Explain the agreed exercises and their demands, including physical and technical demands	
2.5 Motivate the clients in a way that is appropriate to them	
2.6 Advise clients of the facility's emergency procedures	
2.7 Confirm or revise what has been agreed with the clients	

### Learning Outcome: 3. Know how to instruct gym-based exercise

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Describe the purpose of the exercises included in the program	
3.2 Describe a range of exercises that are safe and appropriate for clients	
3.3 Describe the types of special requirements that clients may have	
3.4 Describe how to break exercise/movements down to their component parts	
3.5 Describe how to develop client's coordination by building exercises/movements up gradually	
3.6 Outline the information that must be given to other people who are involved in the client's gym-based programme	

## Learning Outcome: 4. Be able to instruct gym-based exercise

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Use warm-up and cool-down activities that are safe and effective for the clients	
4.2 Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions appropriate to clients' needs and level of experience	
4.3 Check the clients' understanding of instructions and give them the opportunity to ask questions	
4.4 Ensure the clients carry out exercises in a safe and effective manner	
4.5 Give the clients the necessary information and motivate them to continue to carry out the exercises without direct supervision	
4.6 Keep to the planned timings for the session	
4.7 Manage group behaviour as appropriate	

**Learning Outcome: 5. Know how to observe and supervise gym-based exercise**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Outline the needs and potential of the clients	
5.2 Identify the types of hazards that may occur during a session and how to manage these	
5.3 Outline the reporting procedures for health and safety	
5.4 Identify safe and effective alignment of exercise positions	
5.5 Identify a range of alternative exercises for adaptation including any appropriate progressions and regressions	
5.6 Outline the importance/methods of voice projection to include the effective use of volume and pitch of voice	

**Learning Outcome: 6. Be able to observe and supervise gym-based exercise**

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 move around the area so that all clients can be observed and respond to their needs in a fair and equitable way	
6.2 Monitor exercise intensity using appropriate method/s	
6.3 Make sure all clients can take part in the exercises	
6.4 Monitor the safety and effectiveness of the exercises and adapt these accordingly with suitable progressions/regressions	
6.5 Provide feedback and instructing points which are timely, clear and motivational	
6.6 Encourage and support clients to take responsibility for their own fitness	
6.7 Review clients' progress and offer fitness advice in response to clients' changing needs	
6.8 Give clients the chance to ask questions and provide them with appropriate and clear information	
6.9 Refer clients to another professional when their needs go beyond own level of competence	

**Learning Outcome: 7. Know how to bring a gym-based exercise session to an end**

Assessment Criteria	Indicative Delivery Content
The learner can:	
7.1 Explain the purpose and value of a cool-down	
7.2 Explain why clients need to understand purpose and value of a cool-down	
7.3 Describe safe and effective cool-down activities for gym-based exercise	

**Learning Outcome: 8. Be able to bring a gym-based exercise session to an end**

Assessment Criteria	Indicative Delivery Content
The learner can:	
8.1 Allow sufficient time to end the session according to the clients' level of experience	
8.2 End the session using cool down activities that are safe and effective for the clients	
8.3 Give the clients an accurate feedback summary on the session	
8.4 Give the clients the opportunity to: <ul style="list-style-type: none"> <li>• reflect on the session</li> <li>• ask questions</li> <li>• provide feedback</li> <li>• identify their further needs</li> </ul>	
8.5 Make sure the clients have the necessary information about future activities and review procedures	
8.6 Follow the correct procedures for checking and dealing with any equipment used	
8.7 Leave the environment in a condition acceptable for future use	
8.8 Pass on suggestions for improving health and safety to a competent person or agency	



Unit Title	Plan and prepare group exercise to music
Unit Aim	The learner will be able to plan and prepare group exercise to music.
Unique Unit Number	R/601/7365
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	See assessment guidance.

**Learning Outcome: 1. Know how to plan and prepare group exercise to music**

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Explain the importance of careful and thorough planning and preparation for sessions	
1.2 Outline the needs and potential of the participants including reasons for and barriers to participation in the session	
1.3 Describe exercises that are safe and appropriate for participants including alternatives to potentially harmful exercises	
1.4 Identify safe and effective alignment of exercise positions	
1.5 Describe how to work to the structure and phrase of the music	
1.6 Identify the suitable speed and type of music for the participants and section of the class	
1.7 Outline the legalities covering the use of music	
1.8 Explain effective cueing	

## Learning Outcome: 2. Know how to collect and analyse relevant information

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Outline the range of different methods that may be used to collect information including questionnaire, interview, observation and physical measurements	
2.2 Describe how to use the range of different methods that may be used to collect information	
2.3 Describe the screening process and the factors which effect the ability to exercise	
2.4 Identify reasons for temporary deferral of exercise	
2.5 Identify why it may be necessary to refer the client to another professional	
2.6 Describe the purpose of the informed consent	
2.7 Outline the emergency procedures of the facility/organisation	
2.8 Explain the purpose of the Physical Activity Readiness Questionnaire (PAR-Q) and how to record and interpret information provided, if required	

### Learning Outcome: 3. Be able to collect and analyse relevant information

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Collect the information needed to plan group exercise sessions	
3.2 Ensure the information is accurate and up-to-date	
3.3 Analyse the information and identify the implications for group exercise to music	
3.4 Refer any participants whose needs and potential cannot be met to another professional	
3.5 Maintain client confidentiality in line with good practice procedures	

### Learning Outcome: 4. Know how to plan safe and effective group exercise to music

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Explain how to identify and agree objectives for sessions based on collected information	
4.2 Describe how to use a range of equipment to achieve required fitness development	
4.3 Outline the health and environmental factors which can influence safety and group/individual working space	
4.4 Describe how to record plans in the required format	
4.5 Outline risk assessment/management procedures	
4.6 Explain the consequences of failing to manage health and safety	

**Learning Outcome: 5. Be able to plan safe and effective group exercise to music**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Identify and agree objectives that are appropriate to: <ul style="list-style-type: none"> <li>• the needs and potential of participants</li> <li>• accepted good practice in the industry</li> <li>• own level of competence</li> <li>• the aims of the session</li> </ul>	
5.2 Plan sessions that will help all the participants take part and achieve planned objectives	
5.3 Identify hazards and assess the risk of these hazards actually causing harm	
5.4 Plan how to minimise identified risks with clients	
5.5 Plan realistic timings and original choreography for sessions	
5.6 Record plans in the appropriate format	
5.7 Get advice from another professional if there are any objectives, exercises or hazards beyond own level of competence	

**Learning Outcome: 6. Know how to prepare self and equipment for group exercise to music**

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 Outline the manufacturers' guidelines and organisations guidelines for replacement of equipment	
6.2 List a range of equipment used in group exercise sessions	
6.3 Describe how to safely store equipment	
6.4 Identify what to look for when checking equipment	
6.5 Describe safe manual handling techniques	

**Learning Outcome: 7. Be able to prepare self and equipment for group exercise to music**

Assessment Criteria	Indicative Delivery Content
The learner can:	
7.1 Identify and select the correct equipment for the sessions	
7.2 Check the equipment is in safe working order	
7.3 Lift and handle the equipment in a way that prevents injury and damage	
7.4 Ensure/organise sufficient space for safe exercise performance	
7.5 Provide sufficient equipment for the participants	
7.6 Be fully prepared to supervise the sessions	
7.7 Follow correct health and safety procedures for any unsafe equipment	

<b>Unit Title</b>	Instruct group exercise to music
<b>Unit Aim</b>	The learner will be able to instruct and supervise group exercise to music-based exercise.
<b>Unique Unit Number</b>	Y/601/7366
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	See assessment guidance.

**Learning Outcome: 1. Know how to prepare participants for group exercise to music**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 Explain the purpose and value of warm up	
1.2 Explain why participants need to understand the purpose and value of warm up	
1.3 Describe safe and effective warm up activities for group exercise to music	
1.4 Identify reasons for temporary deferral of exercise	



**Learning Outcome: 2. Be able to prepare participants for group exercise to music**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Arrive in time to set up the session, meet the participants punctually and make them feel welcome and at ease	
2.2 Check participants' level of experience and ability for the session, identifying any new participants	
2.3 Explain the demands of the session including physical and technical	
2.4 Ask participants if they have any illnesses or injuries and advise individuals of any reasons why they should not participate in the exercises	
2.5 Provide participants with clear information about the planned activities for the session and explain the exercises	
2.6 Choose and apply methods of motivating participants that are appropriate to them and accepted good practice	
2.7 Advise participants of the facility's emergency procedures and health and safety requirements for the session	
2.8 Confirm or revise plans for the session with participants if necessary	

**Learning Outcome: 3. Know how to safely instruct group exercise to music to participants**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Describe the purpose of the exercises included in the session	
3.2 Describe a range of exercises that are safe and appropriate for participants	
3.3 Outline the importance/methods of voice projection including effective use of volume and pitch of voice with and without a microphone	
3.4 Describe the structure of music, suitability of speed and type of music for the participants and section of the class	
3.5 Explain how to work to the structure and phrase of the music	
3.6 Explain effective cueing	
3.7 Outline the legalities of the use of music	
3.8 Identify the types of hazards that may occur during a session and how to manage these	
3.9 Outline the reporting procedures for health and safety 3	
3.10 Outline the information that must be given to other people who are involved in the session	

**Learning Outcome: 4. Be able to safely instruct group exercise to music to participants**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Prepare participants physically for the exercises using safe and effective warm ups	
4.2 Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions appropriate to participants' needs and level of experience	
4.3 Give participants the opportunity to ask questions	
4.4 Provide effective cueing to enable participants to work to the structure of music	
4.5 Use volume and pitch of the voice effectively relative to the music	
4.6 Ensure that participants take part in the exercises in a safe manner	
4.7 Monitor exercise intensity using appropriate method/s	
4.8 Keep to the planned timings for the exercises	
4.9 Apply the appropriate code of practice during the session	

**Learning Outcome: 5. Know how to help participants improve their performance**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Outline the needs and potential of the participants	
5.2 Describe the types of special requirements that participants may have	
5.3 Describe how to adapt session plans, equipment and facilities to meet the special requirements that participants may have	
5.4 Describe how to break exercise/movements down to their component parts	
5.5 Describe how to develop participant co-ordination by building exercises/movements up gradually, including layering techniques and holding patterns	
5.6 Describe effective methods of building combinations of movements	
5.7 Identify a range of alternative exercises for adaptation including any appropriate progressions and regressions	

### Learning Outcome: 6. Be able to help participants improve their performance

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 Provide appropriate attention and motivation to all participants	
6.2 Observe participants' performance throughout the session from appropriate instructing positions	
6.3 Check regularly for the participants ability to perform the exercises and provide appropriate progressions/regressions	
6.4 Use appropriate teaching methods to correct and reinforce technique	
6.5 Build up exercises gradually and explain the purpose of exercises	
6.6 Provide instructing points and feedback which is timely, clear and helps participants achieve their objectives	
6.7 Adapt the activities to respond to the changing needs of the participants, equipment and environment during the session	

### Learning Outcome: 7. Know how to bring a group exercise to music session to an end

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 Explain the purpose and value of a cool down	
7.2 Explain why participants need to understand the purpose and value of a cool down	
7.3 Describe safe and effective cool down activities for group exercise to music	

**Learning Outcome: 8. Be able to bring a group exercise to music session to an end**

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

Unit Title	Plan and prepare water-based exercise
Unit Aim	The learner will be able to plan and prepare water based exercise.
Unique Unit Number	D/601/7367
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	See assessment guidance.

**Learning Outcome: 1. Know how to plan and prepare water-based exercise**

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Explain the importance of careful and thorough planning and preparation for sessions	
1.2 Identify safe entries and exits to a pool	
1.3 Outline the needs and potential of the clients including reasons for and barriers to participation in the session	
1.4 Describe exercises that are safe and appropriate for clients including alternatives to potentially harmful exercises	
1.5 Identify safe and effective alignment of exercise positions	
1.6 Describe safe and effective pacing and speed of exercises in a water-based environment	
1.7 Describe how music can enhance a session and the suitability of speed and type of music for the participants and section of the class	
1.8 Outline the legalities covering the use of music	
1.9 Explain effective cueing	



## Learning Outcome: 2. Know how to collect and analyse relevant information

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Describe the screening process and the factors which effect the ability to exercise	
2.2 Outline the information needed to plan water based exercise	
2.3 Outline different methods of collecting the information needed to plan water based exercise	
2.4 Identify reasons for temporary deferral of exercise	
2.5 Identify why it may be necessary to refer the client to another professional	
2.6 Describe the purpose of the informed consent	
2.7 Outline the emergency procedures of the facility/organisation	
2.8 Explain the Pre Activity Readiness Questionnaire (PARQ) and how to record and interpret the information provided	

**Learning Outcome: 3. Be able to collect and analyse relevant information**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Collect the information needed to plan water based exercise sessions	
3.2 Ensure the information is accurate and up-to-date	
3.3 Analyse the information and identify the implications for water based exercise	
3.4 Refer any clients whose needs and potential cannot be met to another professional	
3.5 Maintain client confidentiality in line with good practice procedures	

## Learning Outcome: 4. Know how to plan safe and effective water-based exercise

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

## Learning Outcome: 5. Be able to plan safe and effective water-based exercise

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Identify objectives that are appropriate to: <ul style="list-style-type: none"> <li>• the needs and potential of clients,</li> <li>• accepted good practice in the industry</li> <li>• own level of competence</li> <li>• the aims of the session</li> </ul>	
5.2 Plan sessions that will help the clients take part and achieve planned objectives	
5.3 Plan for the use of music where appropriate to the session	
5.4 Identify hazards and carry out a risk assessment	
5.5 Plan how to minimise risks	
5.6 Get advice from another professional if there are any objectives, exercises or hazards beyond own level of competence	
5.7 Plan realistic timings and sequences for sessions	
5.8 Record plans in the required format	

### Learning Outcome: 6. Know how to prepare equipment for water-based exercise

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 Outline the manufacturers' guidelines and organisations guidelines for replacement of equipment	
6.2 Describe the safe use, storage, checking and maintenance of equipment	
6.3 Describe safe manual handling techniques	

### Learning Outcome: 7. Be able to prepare equipment for water-based exercise

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 Identify and select the correct equipment for the sessions	
7.2 Check the equipment is in safe working order	
7.3 Lift and handle the equipment in a way that prevents injury and damage	
7.4 Ensure there is sufficient space for safe exercise performance	
7.5 Provide sufficient equipment for the clients	
7.6 Follow correct health and safety procedures for any unsafe equipment	

Unit Title	Instruct water-based exercise
Unit Aim	The learner will be able to instruct and supervise water based exercise.
Unique Unit Number	H/601/7368
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	See assessment guidance.

## Learning Outcome: 1. Understand water-based exercise

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

**Learning Outcome: 2. Know how to prepare participants for water-based exercise**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Explain the purpose and value of a warm up	
2.2 Explain why participants need to understand the purpose and value of a warm-up	
2.3 Describe safe and effective warm-up activities for water-based exercise	
2.4 Identify reasons for temporary deferral of exercise	



### Learning Outcome: 3. Be able to prepare participants for water-based exercise

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Arrive in time to set up the session, meet the participants punctually and make them feel welcome and at ease	
3.2 Check participants' level of experience and ability for the session, identifying any new participants	
3.3 Explain the demands of the session including physical and technical	
3.4 Ask participants if they have any illnesses or injuries and advise individuals of any reasons why they should not participate in the session	
3.5 Provide participants with clear information about the planned activities for the session and explain the exercises and their benefits	
3.6 Choose and apply methods of motivating participants that are appropriate to them and accepted good practice	
3.7 Advise participants of the facility's emergency procedures and health and safety requirements for the session	
3.8 Confirm or revise plans for the session if necessary	

### Learning Outcome: 4. Know how to safely instruct water-based exercise to participants

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Describe the purpose of the exercises included in the session	

4.2 Describe safe and effective pacing and speed of exercises in a water-based environment	
4.3 Outline the importance/methods of voice projection including effective use of volume and pitch of voice with and without a microphone	
4.4 Describe the structure of music, suitability of speed and type of music for the participants and section of the class	
4.5 Explain how to work to the structure and phrase of the music	
4.6 Explain effective cueing	
4.7 Outlines the legalities covering of the use of music	
4.8 Identify potential concerns for own safety and wellbeing when instructing in the water-based environment	
4.9 Describe appropriate attire for the participants and instructor	
4.10 Identify the types of new hazards that may occur during a session and how to manage them	
4.11 Describe how to safely and effectively space class participants in the water	
4.12 Outline the reporting procedures for health and safety	
4.13 Outline the information specific to the water-based environment that must be given to other people who are involved in the session	

## Learning Outcome: 5. Be able to safely instruct water-based exercise to participants

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Prepare participants physically for the exercises using safe and effective warm ups	
5.2 Give explanations and demonstrations of exercises that are technically correct with safe and effective alignment of exercise positions as appropriate to participants' needs and level of experience	
5.3 Vary the pace to suit the participants and ensure effectiveness in the water	
5.4 Give participants the opportunity to ask questions	
5.5 Communicate clearly, using volume and pitch of the voice effectively	
5.6 Ensure that participants take part in the session in a safe manner	
5.7 Monitor exercise intensity using appropriate method/s	
5.8 Keep to the planned timings for the session	
5.9 Apply the appropriate code of practice when working with participants during the session	

## Learning Outcome: 6. Know how to help participants improve their performance

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 Outline the needs and potential of the participants	
6.2 Describe the types of special requirements that participants may have	
6.3 Describe how to adapt session plans, equipment and environment to meet the special requirements participants may have	
6.4 Describe a range of exercises that are safe, appropriate and effective for the participants	
6.5 Identify a range of alternative exercises for adaptation including any appropriate progressions and regressions	
6.6 Describe the purpose of exercises and how to break exercise/movements down to their component parts	
6.7 Describe how to develop client co-ordination by building exercises/movements up gradually	
6.8 Describe effective methods of building combinations of movements	

### Learning Outcome: 7. Be able to help participants improve their performance

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 Provide appropriate attention and motivation to participants	
7.2 Observe participants' performance throughout the session from an appropriate instructing position	
7.3 Check regularly for the participants ability to perform the exercises and provide appropriate progressions/regressions	
7.4 Use appropriate teaching methods to correct and reinforce technique	
7.5 Develop exercises gradually and explain the purpose of the exercises and their benefits	
7.6 Provide clear support and feedback which helps participants achieve their objectives	
7.7 Adapt the activities to respond to the changing needs of the participants, equipment and environment during the session	

### Learning Outcome: 8. Know how to bring a water-based exercise session to an end

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 Explain the purpose and value of a cool down	
8.2 Explain why participants need to understand the purpose and value of a cool-down	
8.3 Describe safe and effective cool-down activities for water-based exercise	

## Learning Outcome: 9. Be able to bring a water-based exercise session to an end

Assessment Criteria	Indicative Delivery Content
The learner can:	
9.1 Allow sufficient time to end the session according to the participants' level of experience	
9.2 End the session using cool down activities that are safe and effective for the participants	
9.3 Give the participants an accurate feedback summary on the session and its benefits	
9.4 Give the participants the opportunity to: <ul style="list-style-type: none"> <li>• reflect on the session</li> <li>• ask questions</li> <li>• provide feedback</li> <li>• identify their further needs</li> </ul>	
9.5 Ensure the participants have information about future sessions	
9.6 Follow the correct procedures for checking and storing equipment used	
9.7 Leave the environment in a condition acceptable for future use	
9.8 Pass on any health and safety issues arising during the session to an appropriate person	

Unit Title	Plan and prepare health related exercise and physical activity for children
Unit Aim	The learner will be able to plan and prepare health related exercise and physical activity for children.
Unique Unit Number	K/601/7369
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	See assessment guidance.

**Learning Outcome: 1. Understand anatomy and physiology relating to children**

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Explain bone formation with particular emphasis on potential injuries resulting from intense training, changes relating to bone density, joint stability, function and posture	
1.2 Describe the implications of growth and development during the various stages of child development	
1.3 Describe preventative measures to avoid growth related injuries	
1.4 Describe the benefits of strength gains in children	
1.5 Outline the general responses of the cardiovascular system to training in children	
1.6 Describe ways of monitoring levels of exertion in children	
1.7 Describe the benefits of cardiovascular training in children	
1.8 Describe the importance of rehydration and body heat regulation in children and how to take account of these	



**Learning Outcome: 2. Plan and prepare health related exercise and physical activity for children**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Describe the social, emotional and psychological benefits of children taking part in regular physical activity	
2.2 Identify positive ways of promoting social, emotional and psychological benefits to parents/carers	
2.3 Describe the role of the instructor in providing solutions to assist in building children's confidence	
2.4 Outline the motivational factors that may assist children of all ages to enjoy the session and adhere to physical activity	
2.5 Describe the common physical and psychological barriers to physical activity that children may face and how to respond to these	
2.6 Outline current national guidelines covering the health, safety and welfare of children and describe how to implement these during physical activity sessions with children	
2.7 Describe exercises that are safe and appropriate for children of all ages, including alternatives to potentially harmful physical activities	

### Learning Outcome: 3. Know how to collect and analyse relevant information

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Describe the factors which affect the ability of children to exercise	
3.2 Identify reasons for temporary deferral of exercise	
3.3 Identify why it may be necessary to refer the child to another professional	
3.4 Describe the process of informed consent in the context of children	
3.5 Identify when and how to obtain parental/ carer consent	
3.6 Describe the screening process and how it applies to children	
3.7 Explain the importance of collecting emergency contact information	

## Learning Outcome: 4. Be able to collect and analyse relevant information

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Establish effective working relationship with the parent/carer	
4.2 Collect the information needed to plan physical activity sessions	
4.3 Ensure the information is accurate and up-to-date	
4.4 Ensure there is informed parental/carer consent for the physical activity sessions	
4.5 Analyse the information and identify the implications for health related physical activities	
4.6 Refer any child whose needs and potential cannot be met to another professional	
4.7 Maintain client confidentiality in line with good practice procedures	

**Learning Outcome: 5. Know how to plan safe and effective exercise and physical activity for children**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Explain how to identify objectives for sessions based on collected information	
5.2 Explain how to apply the principles and variables of fitness to a range of activities which will achieve various health benefits and the required levels of physical activity in children	
5.3 Describe how music can enhance a session and the suitability of speed and type of music for the participants and section of the class	
5.4 Outline the legalities covering the use of music	
5.5 Describe how to use a range of physical resources appropriate to children to achieve required levels of activity	
5.6 Outline the health and environmental factors which can influence safety and group/individual working space	
5.7 Explain the importance and application of warm up and cool down when designing physical activity for children	
5.8 Describe how to record plans in the appropriate form	

**Learning Outcome: 6. Be able to plan safe and effective exercise and physical activity for children**

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 Identify objectives that are appropriate to: <ul style="list-style-type: none"> <li>• the needs and potential of the children</li> <li>• accepted good practice in the industry</li> <li>• own level of competence</li> <li>• the aims of the session</li> </ul>	
6.2 Plan sessions that will help all the children take part and achieve the planned objectives	
6.3 Structure the session so that the children will be motivated to adhere to physical activity	
6.4 Plan realistic timings for sessions	
6.5 Identify ground rules for behaviour that will minimise risks to the children	
6.6 Record plans in the required format	
6.7 Get advice from another professional if there are any objectives, exercises or hazards beyond own level of competence	

Unit Title	Instruct health related exercise and physical activity to children
Unit Aim	The learner will be able to instruct health related exercise and physical activity to children.
Unique Unit Number	D/601/7370
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	See assessment guidance.

## Learning Outcome: 1. Understand exercise and physical activity for children

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Explain the barriers and motivations to participation with particular reference to the stages of maturation in children	
1.2 Explain the stages of maturation in children	
1.3 Describe the importance of promoting the whole concept of health and fitness to children including: <ul style="list-style-type: none"> <li>• daily exercise</li> <li>• nutrition</li> <li>• wellness</li> <li>• play</li> <li>• healthy lifestyle</li> </ul>	
1.4 Define the national recommended guidelines for the amount of physical activity required for the health and well-being of children	
1.5 Identify agencies involved in promoting activity for children's health in the UK	
1.6 Explain the difference between chronological and biological age	

**Learning Outcome: 2. Understand social, emotional and psychological considerations related to children**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Describe the social, emotional and psychological benefits of children taking part in regular physical activity	
2.2 Identify positive ways of promoting social, emotional and psychological benefits to parents/carers 2.3	
2.3 Describe the role of the instructor in providing solutions to assist in the promotion of confidence with children 2.4	
2.4 Outline the motivational factors that may assist younger participants to adhere to physical activity 2.5	
2.5 Describe the common physical and psychological barriers to physical activity that children may face and how to respond to these	
2.6 Identify strategies to build into a session plan to assist motivation	



### Learning Outcome: 3. Be able to prepare children for exercise and physical activity

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Meet the children punctually and make them feel welcome and at ease	
3.2 Ensure appropriate resources are available for the planned session	
3.3 Follow the correct procedures for registering the children's attendance	
3.4 Check children's level of experience and ability for the session, identifying any new participants	
3.5 Screen for any illnesses or injuries and advise children of any reasons why they should not participate in the session	
3.6 Provide the children with clear information about the planned activities for the session	
3.7 Give the children clear information about the ground rules for behaviour and the reasons for these	
3.8 Advise the children of the facility's emergency procedures and health and safety requirements for the session	
3.9 Confirm or revise plans for the session if necessary	

### Learning Outcome: 4. Know how to instruct health related exercise and physical activity to children

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Interpret national guidelines for safeguarding children	

4.2 State the aims of the programme being delivered	
4.3 Summarise the needs and potential of the children involved	
4.4 Identify the types of special requirements that children may have	
4.5 Describe how to adapt session plans, equipment and facilities to meet the special requirements that children may have	
4.6 Explain the purpose and value of warm-up and cool-down	
4.7 Explain why children need to understand the purpose and value of warm-up and cool-down	
4.8 Describe safe and effective warm-up and cool-down activities for children involved in health related physical activity and exercise	
4.9 Identify reasons for temporary deferral of exercise	
4.10 Describe how music can enhance a session and the suitability of speed and type of music for the participants and section of the class	
4.11 Outline the legalities of the use of music	
4.12 Explain effective cueing	
4.13 Describe a range of physical activities that are safe and appropriate for children	
4.14 Identify a range of alternative exercises for adaptation including any appropriate progressions and regressions	

<p>4.15 Describe the purpose of physical activities and how to break exercise/movements down to their component parts</p>	
<p>4.16 Describe how to develop participant co-ordination by building exercises/movements up gradually</p>	
<p>4.17 Outline the importance/methods of voice projection</p>	
<p>4.18 Outline the information that must be given to other people who are involved in the session</p>	
<p>4.19 Outline the principles of behaviour management when working with children in the age range 5-15</p>	

## Learning Outcome: 5. Be able to instruct exercise and physical activity to children

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Ensure children are appropriately dressed for the activities	
5.2 Develop and maintain an atmosphere of fun and enjoyment	
5.3 Prepare the children for the session using safe and effective warm ups	
5.4 Make sure that explanations and demonstrations are technically correct as appropriate to the children's needs and level of experience and the activity	
5.5 Communicate with the children in a way that is appropriate to their needs, is fun and motivates them to take part	
5.6 Give the children the opportunity to ask questions and respond appropriately to their queries	
5.7 Ensure that the children take part in the session in a safe manner	
5.8 Monitor exercise intensity using appropriate method/s	
5.9 Keep to the planned timing for the session	
5.10 Apply an appropriate code of practice during the session for all children	

**Learning Outcome: 6. Be able to support children to take part in exercise and physical activity**

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 Give children attention and motivation as appropriate to their needs	
6.2 Observe children's activity throughout the session	
6.3 Check regularly for the children's ability to perform the exercises and provide appropriate progressions/regressions	
6.4 Use appropriate methods to correct and reinforce technique	
6.5 Build physical activities gradually as appropriate to the children	
6.6 Observe and manage children's behaviour throughout the session	
6.7 Provide guidance and feedback which is timely, clear and helps children achieve the objectives	
6.8 Adapt the activities to respond to the changing needs of the children during the session	

**Learning Outcome: 7. Be able to bring an exercise and physical activity session to an end**

Assessment Criteria	Indicative Delivery Content
The learner can:	
7.1 Allow sufficient time to end the session	
7.2 End the session using cool down activities that are safe and effective for the children	
7.3 Give the children an accurate feedback summary on the session and its benefits	
7.4 Give the children the opportunity to: <ul style="list-style-type: none"> <li>• think about the session</li> <li>• ask questions</li> <li>• provide feedback</li> </ul>	
7.5 Provide information about future sessions	
7.6 Follow the correct procedures for checking and dealing with any equipment used	
7.7 Leave the environment in a condition acceptable for future use	

### Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

The recognised centre is required to ensure that the learners who are unsuccessful in any aspect of assessment are offered two opportunities to re-sit or resubmit the appropriate assessment component within their registration period.

### Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

#### Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below. The recognised centre is required to recruit and deploy a minimum of one qualified and competent tutor. In fulfilling their role tutors are required to be able to:

- holds a discipline specific qualification equivalent to the Level 2 Award/Certificate/Diploma in Instructing Exercise and Fitness NVQ or equivalent
- demonstrates active involvement in a process of industry relevant Continued Professional Development during the last two years.

#### Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below. The recognised centre is required to recruit and deploy a minimum of one qualified and competent tutor. In fulfilling their role assessors are required to be able to:

- holds a discipline specific qualification equivalent to the Level 2 Award/Certificate/Diploma in Instructing Exercise and Fitness NVQ or equivalent
- demonstrates active involvement in a process of industry relevant Continued Professional Development during the last two years.

#### Internal Verifier(s) and Quality Assurer(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below.

The recognised centre is required to recruit and deploy approved internal quality assurers who are responsible for the internal quality assurance activities. Internal quality assurers are required to:

- hold a discipline specific qualification equivalent to the Level 2 Award/Certificate/Diploma in Instructing Exercise and Fitness NVQ, or equivalent
- demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years

### Additional Qualification Requirements

This qualification is regulated by Ofqual (601/6791/9), CCEA and QiW (C00/1091/5 - Designated). This product is awarded 10 CPD points with CIMSPA



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