

Level 3 NVQ Diploma in Personal Training (4903-03)

Qualification handbook

500/9410/5



www.cityandguilds.com
December 2010
Version 2.1 (October 2015)



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Version and date	Change detail	Section
2.1 October 2015	References to GOLLA replaced with e-volve, last registration/certification dates removed and centres directed to check these dates on Walled Garden instead	Throughout document

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1 Introduction to the qualification

Qualification title and level	City & Guilds qualification number	Ofqual accreditation number	Last registration date	Last certification date
Level 3 NVQ Diploma In Personal Training	4903-03	500/9410/5	Last registration and certification dates can be found on the Walled Garden	

Qualification structure

To achieve the Level 3 Diploma in Personal Training, learners must achieve **all** mandatory units, a total of **48 credits / 295 GLH**

Accreditation unit reference	City & Guilds unit number	City & Guilds Unit title	Unit title	Mandatory/ optional for full qualification
A/600/9051	Unit 301	Anatomy and Physiology for Exercise and Health	Level 3	Mandatory
D/601/4484	Unit 202	Promote health, safety and welfare in active leisure and recreation	Level 2	Mandatory
A/600/9017	Unit 203	Principles of Exercise, Fitness and Health	Level 2	Mandatory
K/601/7758	Unit 304	Motivate clients to maintain long term adherence to exercise and physical activity	Level 3	Mandatory
F/601/7362	Unit 205	Reflect on and develop own practice in providing exercise and physical activity	Level 2	Mandatory
M/601/7759	Unit 306	Evaluate exercise and physical activity programmes	Level 3	Mandatory
H/601/7760	Unit 307	Design, manage and adapt a personal training programme with clients	Level 3	Mandatory

K/601/7761	Unit 308	Deliver exercise and physical activity as part of a personal training programme	Level 3	Mandatory
M/601/7762	Unit 309	Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme	Level 3	Mandatory
T/601/7763	Unit 310	Plan, market and sell services	Level 3	Additional optional unit

Proxy Units

City and Guilds understand the need to recognise common units completed through other Awarding Organisations. Therefore 3 Proxy units have been set up in the Level 3 Certificate in Personal Training that will acknowledge this prior learning for units 202, 203 and 204; these are 802, 803 and 804

Opportunities for progression

On completion of this qualification candidates may progress into employment or to the following City & Guilds qualifications:

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

Candidates completing these qualifications are also eligible to join the Register of Exercise Professionals (REPS). For further information, please contact

Register of Exercise Professionals

Address 10 Crown Hill
Croydon,
Surrey, CR0 1RZ

Telephone +44 (0)20 8686 6464

e-mail info@exerciseregister.org

URL www.exerciseregister.org

Contacting the Standards Setting Bodies

This qualification is based on the National Occupational Standards (NOS) developed by:

Name of SSC **SkillsActive**

Address Castlewood House
77 – 91 New Oxford Street
London
WC1A 1PX.

Telephone 0207 632 2000

Fax 0208 632 2001

e-mail skills@skillsactive.com

URL www.skillsactive.com

Apprenticeship frameworks

The Level 3 NVQ Diploma in Personal Training has been approved by SkillsActive as a technical certificate for the Apprenticeship in Exercise and Fitness.

Full details of the requirements of the apprenticeship frameworks for the Active Leisure and Learning Sector are available from:

	SkillsActive
Address	Castlewood House 77 – 91 New Oxford Street London WC1A 1PX.
Telephone	0207 632 2000
Fax	0208 632 2001
e-mail	skills@skillsactive.com
URL	www.skillsactive.com

Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Sample test papers	www.cityandguilds.com/sport
E-volve	Walled Garden
Qualification Handbooks	www.cityandguilds.com/sport

The following City & Guilds publications are also available

Publication	Available from
Level 3 NVQ Diploma in Personal Training Candidate logbook	www.cityandguilds.com

2 Candidate entry requirements and progression

Candidate work role requirements

This NVQ is for those working in an exercise and fitness setting. At Level 3 the role would incorporate those candidates working typically as an advanced fitness instructor in a gym or personal trainer. The candidate can take this NVQ in four contexts; gym, group exercise to music, water-based exercise and exercise and physical activity for children.

The candidate would be expected to demonstrate competence in planning, reviewing and adapting programmes to suit various population types, being able to motivate, educate and direct the customer, and focussing on managing and evaluating own performance.

The fitness instructor could also be required to evaluate the differences in dealing with pre or postnatal, disabled, referred and elderly customers, as well as market and sell services.

Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

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.

However, it is a prerequisite requirement for entry onto REPS (Registered Exercise Professionals) that learners must have completed the Level 2 NVQ Diploma in Instructing Exercise and Fitness prior to the Level 3 NVQ Diploma in Personal Training.

Candidates will be employed within the industry, and as such would have been through a selection process. It is recommended that potential candidates are initially assessed on entry, so that levels of literacy, numeracy, communication skills, and sector understanding can be determined. This initial assessment should consider previous qualifications and practical experience. It is important to remember that centres must ensure that candidates have the potential and opportunity to gain evidence for the qualification in the work place.

Attainment of a City and Guilds Level 3 VRQ Certificate in Personal Training is excellent prior preparation for this qualification, or a City and Guilds Level 2 NVQ Diploma in Instructing Exercise and Fitness.

Age restrictions

This NVQ is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications on completing assessments.

Other legal considerations

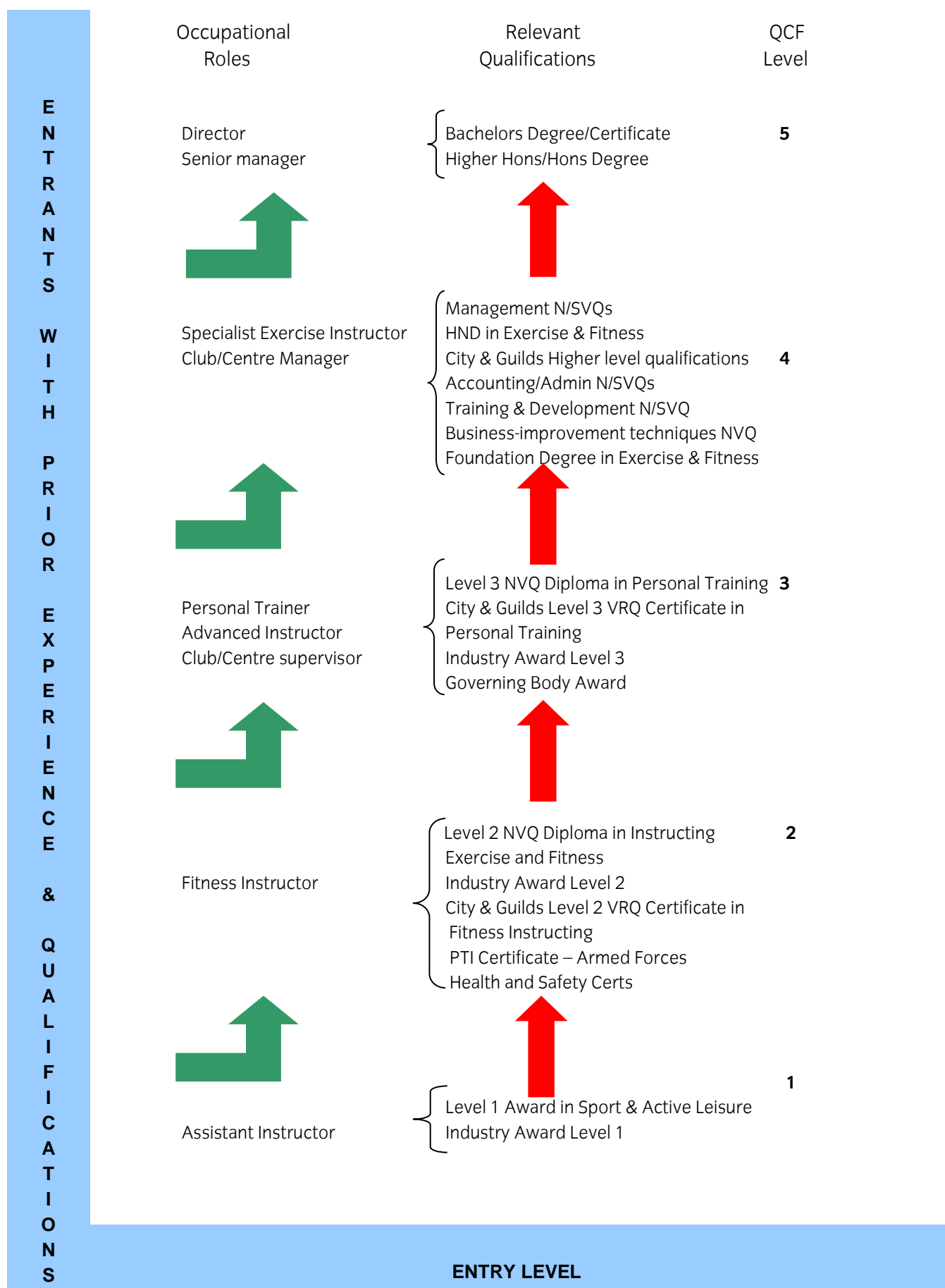
The following legal considerations apply to this qualification:

- Criminal Records Bureau (CRB) checks in relation to working with children.

Progression routes

On completion of this qualification candidates may progress to other qualifications or employment and the diagram on the following page highlights a typical career progression route for a candidate in the exercise and fitness industry.

Exercise and Fitness Sector Progression Routes



3 Centre requirements

Centres not yet approved by City & Guilds

To offer these qualifications, new centres will need to gain both **centre and qualification approval**. Please refer to the *Centre guide* and *Providing City & Guilds Qualifications* for further information.

Existing City & Guilds centres

To offer this qualification, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Please refer the *Centre guide* and *Providing City & Guilds Qualifications* for further information.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 3 NVQ in Instructing Physical Activity and Exercise (4834-41, -42, -43 and -47) may apply for approval for the new Level 3 NVQ Diploma in Personal Training using the **fast-track form**, available from the regional/national office or City & Guilds website.

Centres may apply to offer the new qualifications using the fast-track form:

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

Time constraints

It is estimated that a level 3 NVQ should be completed within three years of registration.

Registration and certification period

Centres should be aware of time constraints regarding the registration and certification periods for the NVQ as specified in the City & Guilds *Online Catalogue*.

Please check the *Online Catalogue* for the latest information on length of registration and the last registration and certification dates.

Where the period of access to assessment offered by a centre is less than the period covered by the candidates' registration with City & Guilds, centres must ensure that this is understood by the candidates.

Qualification centre requirements

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. They must also ensure that assessment sites conform to Health and Safety requirements and good health and safety practice is reflected in assessment.

Resources

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

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

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.

4 Centre requirements

Physical resources

Centres must have access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities. It is acceptable for centres to use specially designated areas within a centre for the practical units.

Centre staff

Centre staff must satisfy the requirements for occupational expertise for these qualifications. These requirements are as follows:

- staff should be technically competent in the areas for which they are delivering training and or should also have experience of providing training
- assessors and tutors should hold a Level 3 qualification in Personal Training, or a related equivalent qualification
- assessors and tutors should ideally have at least 18 months recent relevant experience in the specific area they will be assessing
- knowledge of and a commitment to the Exercise and Fitness Code of Ethical Practice
- actively involved in a process of industry relevant Continuing Professional Development (CPD) during the last two years.

Desirable criteria

It is desirable for all assessors and verifiers to be registered with the Register of Exercise Professionals (REPS) or recognised registers in Scotland or Northern Ireland.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions and legal considerations

These qualifications are not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group. However, it is advisable that candidates when completing the qualification are approaching 18 years of age.

It is advisable that candidates undertaking the water based exercise route either hold a current life guarding qualification or ensure that a suitably qualified person is available in line with the HSE Managing Health and Safety in Swimming Pools Guidelines.

If candidates are required to work with minors then any CRB checks should be carried out in accordance with current guidelines.

5 Roles and occupational expertise requirements

Assessors

Assessors should:

- hold the Assessor units A1/A2 (or the former D32/33) of the Employment National Training Organisation standards

New assessors should have a clear action plan for achieving unit A1/A2. An assessor or verifier who has gained certification must support assessment decisions by assessors who are still working towards certification.

- hold a discipline specific qualification equivalent to 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.

Assessors should also:

- provide evidence of knowledge, understanding and application of the National Occupational Standards with the assessment specification
- 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.

Expert witnesses

SkillsActive and City & Guilds recognise 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. Any relationship between the witness and candidate should be declared and noted by the assessor and the external verifier/awarding body informed.

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.

The assessor should carefully note this information.

There are no specific occupational expertise requirements for witnesses. Witness testimony can provide evidence to establish consistency in a candidate's practice and/or to evidence events which are difficult to plan to observe. In order that the assessor may make an informed judgement about the contribution of the witness' testimony to the overall evidence presented for a unit or qualification, a statement of the witness' status should be included in the candidate's portfolio of evidence. This can be done by using the Witness Status list (form N/SVQ5), or including it as part of the witness testimony itself. The statement should indicate the relationship between the candidate and the witness and should enable the assessor, by defining the role that the witness has played in the gathering of evidence (ie as colleague, worker from another organisation), to judge the extent of the witness' knowledge of the National Occupational Standards and understanding of the work roles involved.

Please note: the use of witness testimony from relatives or those with whom the candidate has a significant personal relationship is not acceptable.

Internal verifiers

Internal verifiers should:

- hold the Internal Verifier unit V1 (or the former D34) of the Employment National Training Organisation Standards

New internal verifiers should have a clear action plan for achieving unit V1.

- hold a discipline specific qualification equivalent to 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.

Internal verifiers should also:

- provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification.
- 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.

Continuous professional development requirements

City & Guilds expects all those with formal roles in the assessment or verification process to participate in a minimum of two CPD activities per annum. This can be to update either vocational skills/knowledge or assessment/verification skills/knowledge.

6 Assessment method requirements

This guidance is based on and amplifies the assessment strategy developed for the Level 3 NVQ Diploma in Personal Training by SkillsActive.

External quality control

External quality control is provided by the usual City & Guilds external verification process which includes the use of the electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

SkillsActive holds an Awarding Body Forum which, amongst other things considers standardisation and implementation issues identified via the external verification process

Performance evidence requirements

This qualification is aimed at advanced instructors and personal trainers who are capable of planning, delivering and evaluating physical activity programmes independently and without direct supervision. In planning the programmes, they will be drawing on a large body of knowledge and experience and will sometimes include inputs from other professionals.

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.

Knowledge evidence requirements

The evidence requirements are listed with each unit.

For further information and full guidance please refer to the QCF Evidence Requirements and Assessment Guidance Level 3 Diploma in Personal Training NVQ on SkillsActive website.

www.skillsactive.com/commom-unit-qualifications

Simulation

It is essential that the majority of the candidates' evidence comes from working with real equipment, facilities and clients. It is very important that most evidence is generated from real work activities, not 'skills test' type exercises, set up purely for the sake of assessment.

Simulation can only be used in Units 202 (C22), 304 (C317), 307 (D460) and 309 (D462).

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.

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where:

- there is a high risk to the security or safety of the candidate, individuals, key people in their lives and others
- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating candidates
- there would otherwise be a breach of confidentiality or privacy.

7 Recording assessment and evidence

7.1 Data protection and confidentiality

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when assessing candidates.

Centres offering this NVQ may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

Protecting identity

It is extremely important to protect the identity of individuals (adults or children) encountered by candidates in the work setting, eg customers, clients and patients.

Confidential information must not be included in candidate portfolios or assessment records. Confidential information should remain in its usual location, and a reference should be made to it in the portfolio or assessment records.

When recording evidence towards this qualification, candidates are expected in particular to protect the identity individuals, children and young people in their care by disguising their names and that of the placement nursery.

Images of minors being used as evidence

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualifications, **both centre and candidate** have responsibilities for meeting child protection legislation.

It is the responsibility of the centre to inform the candidate of the

- need to obtain permission from the minor's parent/guardian prior to collecting the evidence
- reasons and restrictions for using photographs or video recordings as evidence
- period of time for which the photographs or video recordings may be kept
- obligation to keep photographs or video recordings secure from unauthorised access in a location outside of their portfolio
- secure electronic storage requirements of photographs or video recordings associated with child protection legislation.

Recording assessment and evidence

7.2 Recording forms to use

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at:
www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms*, including examples of completed forms, for new and existing centres to use as appropriate (see *NVQ Guide **for centres and candidates - Recording forms***, available on the City & Guilds website).

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by NVQ candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

City & Guilds has also developed a candidate logbook specifically for this NVQ.

It is available from City & Guilds website or can be ordered from Publications.

8 Units

Availability of units

The units for these qualifications follow.

They may also be obtained from the centre resources section of the City & Guilds website.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance

Summary of units

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours	Accreditation unit reference
Mandatory					
Unit 301	Anatomy and Physiology for Exercise and Health	Level 3	6	43	A/600/9051
Unit 202	Promote health, safety and welfare in active leisure and recreation	Level 2	4	30	D/601/4484
Unit 203	Principles of Exercise, Fitness and Health	Level 2	4	28	A/600/9017
Unit 304	Motivate clients to maintain long term adherence to exercise and physical activity	Level 3	4	15	K/601/7758
Unit 205	Reflect on and develop own practice in providing exercise and physical activity	Level 2	4	23	F/601/7362
Unit 306	Evaluate exercise and physical activity programmes	Level 3	3	14	M/601/7759
Unit 307	Design, manage and adapt a personal training programme with clients?	Level 3	6	30	H/601/7760

Unit 308	Deliver exercise and physical activity as part of a personal training programme	Level 3	10	70	K/601/7761
Unit 309	Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme	Level 3	7	42	M/601/7762
Additional Optional Unit					
Unit 310	Plan, market and sell services	Level 3	5	26	T/601/7763

9 About the National Occupational Standards (NOS)

Availability of standards

The may be obtained from the SSC SkillsActive website **www.skillsactive.com**

Level: 3

Credit value: 6

Unit aim

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

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Understand the heart and circulatory system and its relation to exercise and health
2. Understand the musculoskeletal system and its relation to exercise
3. Understand postural and core stability
4. Understand the nervous system and its relation to exercise
5. Understand the endocrine system and its relation to exercise
6. Understand energy systems and their relation to exercise

Guided learning hours

It is recommended that **43** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Instructing Exercise and Fitness 2009 NOS.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsActive.

Assessment and grading

This unit will be assessed by:

- An online multiple-choice test (E-volve).

Range

NVQ units do not have range, however, this unit has been ranged for the 4926-03 Level 3 Certificate in Personal Training Qualification Handbook; please refer to our website for this document.

Unit 301

Anatomy and Physiology for Exercise and Health

Outcome 1

Understand the heart and circulatory system and its relation to exercise and health

Underpinning knowledge

The learner can:

1. Explain the function of the heart valves
2. describe the coronary circulation
3. explain the effect of disease processes on the structure and function of blood vessels
4. explain the short and long term effects of exercise on blood pressure, including the valsalva effect
5. explain the cardiovascular benefits and risks of endurance/aerobic training
6. define blood pressure classifications and associated health risks.

Unit 301

Anatomy and Physiology for Exercise and Health

Outcome 2

Understand the musculoskeletal system and its relation to exercise

Underpinning knowledge

The learner can:

1. explain the cellular structure of muscle fibres
2. describe the sliding filament theory
3. explain the effects of different types of exercises on muscle fibre type
4. identify and locate the muscle attachment sites for the major muscles of the body
5. name, locate and explain the function of skeletal muscle involved in physical activity
6. identify the anatomical axis and planes with regard to joint actions and different exercises
7. explain the joint actions brought about by specific muscle group contractions
8. describe joints/joint structure with regard to range of motion/movement and injury risk
9. describe joint movement potential and joint actions
10. describe the structure of the pelvic girdle and associated muscles and ligaments.

Unit 301

Anatomy and Physiology for Exercise and Health

Outcome 3

Understand postural and core stability

Underpinning knowledge

The learner can:

1. describe the structure and function of the stabilising ligaments and muscles of the spine
2. describe local muscle changes that can take place due to insufficient stabilisation
3. explain the potential effects of abdominal adiposity and poor posture on movement efficiency
4. explain the potential problems that can occur as a result of postural deviations
5. explain the impact of core stabilisation exercise and the potential for injury/aggravation of problems
6. explain the benefits, risks and applications of the following types of stretching:
 - Static (passive and active)
 - Dynamic
 - Proprioceptive Neuromuscular Facilitation.

Unit 301

Anatomy and Physiology for Exercise and Health

Outcome 4

Understand the nervous system and its relation to exercise

Underpinning knowledge

The learner can:

1. describe the specific roles of:
 - the central nervous system (CNS)
 - the Peripheral Nervous System (PNS) including somatic and autonomic systems
2. describe nervous control and transmission of a nervous impulse
3. describe the structure and function of a neuron
4. explain the role of a motor unit
5. explain the process of motor unit recruitment and the significance of a motor unit's size and number of muscle fibres
6. explain the function of muscle proprioceptors and the stretch reflex
7. explain reciprocal inhibition and its relevance to exercise
8. explain the neuromuscular adaptations associated with exercise/training
9. explain the benefits of improved neuromuscular coordination/efficiency to exercise performance.

Unit 301

Anatomy and Physiology for Exercise and Health

Outcome 5

Understand the endocrine system and its relation to exercise

Underpinning knowledge

The learner can:

1. describe the functions of the endocrine system
2. identify the major glands in the endocrine system
3. explain the function of hormones including:
 - growth hormone
 - thyroid hormones
 - corticosteroids
 - catecholamines
 - insulin
 - glucagons.

Unit 301

Anatomy and Physiology for Exercise and Health

Outcome 6

Understand energy systems and their relation to exercise

Underpinning knowledge

The learner can:

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
2. identify the by-products of the three energy systems and their significance in muscle fatigue
3. describe the effect of endurance training/advanced training methods on the use of fuel for exercise.

Unit 202

Promote health, safety and welfare in active leisure and recreation (C22)

Level: 2

Credit value: 4

Unit aim

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

Learning outcomes

There are **nine** learning outcomes to this unit. The learner will be able to:

1. Know how to promote health, safety and welfare in active leisure and recreation
2. Know how to control risks in active leisure and recreation
3. Be able to help to control risks in the active leisure and recreation environment
4. Know how to help to safeguard and protect children and vulnerable adults
5. Be able to help to safeguard and protect children and vulnerable adults
6. Know how to deal with injuries and signs of illness
7. Be able to deal with injuries and signs of illness
8. Know how to follow emergency procedures
9. Be able to follow emergency procedures

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to C22 Promote health, safety and welfare in active leisure and recreation

Endorsement of the unit by a sector or other appropriate body

A letter of support from SkillsActive is required for any qualification in which this unit is used.

Assessment and grading

This unit must be assessed in accordance with the following 3 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 & SVQs

QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

www.skillsactive.com/common-unit-qualifications

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

Learning Outcome 3

1. 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

2. 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

1. 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

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

a people involved

- 1 adults
- 2 children
- 3 people with disabilities

Simulation

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

Unit 202

Promote health, safety and welfare in active leisure and recreation (C22)

Outcome 1

Know how to promote health, safety and welfare in active leisure and recreation

Underpinning knowledge

The learner can:

1. List the values or codes of practice relevant to the work being carried out
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
3. Identify manufacturers' guidelines and instructions for the use of facilities and equipment
4. Describe why health, safety and welfare are important in an active leisure and recreation environment
5. Identify the persons responsible for health and safety in own workplace
6. Outline own organisation's security procedures

Unit 202

Promote health, safety and welfare in active leisure and recreation (C22)

Outcome 2

Know how to control risks in active leisure and recreation

Underpinning knowledge

The learner can:

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. Outline how to identify hazards
3. List health, safety and security checks to be followed
4. Describe how to carry out basic risk assessments of the types of hazards that may occur
5. Describe why it is important to get advice from a relevant colleague if unsure about hazards and risks in own workplace
6. Identify who to ask if unsure about hazards and risks in own workplace
7. Describe how to deal correctly with the types of hazards that may occur in own workplace, taking account of risks
8. Identify documents relating to health and safety which may have to be completed
9. Outline how to complete health and safety documents correctly
10. Outline why colleagues and customers should be encouraged to behave in a safe manner
11. Describe how to encourage colleagues and customers to behave in a safe manner
12. Outline why it is important to make suggestions about health and safety issues
13. Describe how to make suggestions about health and safety issues
14. Outline why it is important to identify and report any differences between health and safety requirements and own workplace policies and procedures
15. Describe how to identify and report any differences between health and safety requirements and own workplace policies and procedure.

Unit 202

Promote health, safety and welfare in active leisure and recreation (C22)

Outcome 3

Be able to help to control risks in the active leisure and recreation environment

Practical skills

The learner can:

1. Identify hazards
2. Ensure that relevant and up-to-date, health and safety information is available
3. Follow the relevant health and safety requirements at all times
4. Carry out health and safety checks as required
5. Get advice from relevant colleagues when unsure about hazards and risks
6. Assess and control risks using organisational procedures
7. Pass on suggestions for improving health and safety to the relevant colleague

Unit 202

Promote health, safety and welfare in active leisure and recreation (C22)

Outcome 4

Know how to help to safeguard and protect children and vulnerable adults

Underpinning knowledge

The learner can:

1. Describe what is meant by safeguarding and protecting the welfare of children and vulnerable adults
2. Describe own role and responsibilities for safeguarding and protecting children and other vulnerable people
3. List the four types of abuse
4. Outline the basic indicators and impact of each of the four types of abuse
5. Describe the risks that individual abusers or potential abusers pose to children and vulnerable people
6. Describe organisational policies and procedures in relation to safeguarding and protecting, including the reporting procedures
7. Outline what to do if concerned about possible abuse
8. Describe how to respond to a child or someone else disclosing abuse or concerns about abuse
9. Outline what to do if there are barriers to reporting own concerns
10. Identify statutory agencies with responsibilities for safeguarding and protecting
11. Outline when to contact statutory agencies with responsibilities for safeguarding and protecting
12. Outline how to contact statutory agencies with responsibilities for safeguarding and protecting
13. Describe why it is important to share concerns about possible abuse with others
14. Describe the limits of own competence with regard to safeguarding and protecting
15. Outline why it is important to treat information about possible abuse confidentially

Unit 202

Promote health, safety and welfare in active leisure and recreation (C22)

Outcome 5

Be able to help to safeguard and protect children and vulnerable adults

Underpinning knowledge

The learner can:

1. Ensure that up-to-date information on guidelines for safeguarding and protecting children and vulnerable adults is available
2. Identify what the policies and procedures mean for own job and area of work
3. Follow the relevant procedures for:
 - Safeguarding and protecting children and vulnerable adults at all times
 - Protecting self from potential accusations
4. Be alert to possible signs of abuse
5. Identify, record and report any concerns about the welfare of children and vulnerable adults, while maintaining confidentiality

Unit 202

Promote health, safety and welfare in active leisure and recreation (C22)

Outcome 6

Know how to deal with injuries and signs of illness

Underpinning knowledge

The learner can:

1. List the types of accidents, injuries and illnesses that may occur in own area of work
2. Outline how to respond correctly to emotional distress
3. Outline how to deal with accidents, injuries and illnesses before qualified assistance arrives
4. Describe how to decide whether to contact the on-site first aider or immediately call the emergency services
5. Identify who is the on-site first aider and how to contact them
6. Describe the procedures to contact the emergency services
7. Outline why it is important to protect the casualty and others involved from further harm
8. Outline the procedures to protect the casualty and others
9. Outline why it is important to provide comfort and reassurance
10. Describe how to provide comfort and reassurance
11. Outline own responsibilities for reporting accidents
12. Outline the procedures for reporting accidents

Unit 202

Promote health, safety and welfare in active leisure and recreation (C22)

Outcome 7

Be able to deal with injuries and signs of illness

Practical Skills

The learner can:

1. Remain calm and follow organisational procedures
2. Protect the casualty and other people from further risk
3. Call for qualified assistance appropriate to the casualty's condition
4. Provide reassurance and comfort to the people involved
5. Give the qualified assistance clear and accurate information about what happened
6. Follow the relevant accident reporting procedures

Unit 202

Promote health, safety and welfare in active leisure and recreation (C22)

Outcome 8

Know how to follow emergency procedures

Underpinning knowledge

The learner can:

1. Describe the emergency procedures in own place of work
2. Outline what instructions must be given to the people involved
3. Outline organisational reporting procedures for emergencies
4. Describe the types of problems that may occur when carrying out emergency procedures
5. Describe why problems that occur when carrying out emergency procedures should be reported
6. Identify who to report problems to

Unit 202

Promote health, safety and welfare in active leisure and recreation (C22)

Outcome 9

Be able to follow emergency procedures

Practical Skills

The learner can:

1. Give the people involved clear and correct instructions
2. Carry out own role in the emergency procedures calmly and correctly
3. Maintain the safety of the people involved
4. Follow the correct procedures for reporting the emergency
5. Report any problems with the emergency procedures to the relevant colleague

Level: 2

Credit value: 4

Unit aim

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

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Understand the effects of exercise on body
2. Understand the components of fitness
3. Understand how to apply the principles and variables of fitness to an exercise programme
4. Understand the exercise contraindications and key safety guidelines for special populations
5. Understand how to safely monitor exercise intensity
6. Understand the health benefits of physical activity
7. Understand the importance of healthy eating

Guided learning hours

It is recommended that **28** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Instructing Exercise and Fitness 2009 NOS Instructing Physical Activity and Exercise 2009 NOS.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsActive.

Assessment and grading

This unit will be assessed by:

- On-line multiple-choice test (E-volve).

Range

NVQ units do not have range, however, this unit has been ranged for the 4926-02 Level 2 Certificate in Fitness Instructing Qualification Handbook; please refer to our website for this document.

Underpinning knowledge

The learner can:

1. describe cardiovascular and respiratory adaptations to endurance/aerobic training
2. identify the short and long term effects of exercise on blood pressure
3. describe the *blood pooling* effect following exercise
4. describe the effects of exercise on bones and joints including the significance of weight bearing exercise
5. describe delayed onset of muscle soreness (DOMS)
6. identify exercises or techniques likely to cause delayed onset of muscle soreness
7. describe the short and long term effects of different types of exercise on muscle
8. describe different exercises that can improve posture.

Unit 203

Outcome 2

Principles of Exercise, Fitness and Health

Understand the components of fitness

Underpinning knowledge

The learner can:

1. define the components of health-related fitness
2. define the components of skill-related fitness
3. identify the factors that affect health and skill related fitness.

Unit 203

Outcome 3

Principles of Exercise, Fitness and Health

Understand how to apply the principles and variables of fitness to an exercise programme

Underpinning knowledge

The learner can:

1. describe the physiological implications of:
 - specificity
 - progressive overload
 - reversibility
 - adaptability
 - individuality
 - recovery time
2. explain the principles of FITT (Frequency, Intensity, Time and Type)
3. explain the principles of a progressive training programme in developing components of fitness
4. explain how to recognise when and how to regress a training programme
5. explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type)
6. describe the effect of speed on posture, alignment and intensity
7. describe the effect of levers, gravity and resistance on exercise
8. describe the differences between programming exercise for physical fitness and for health benefits.

Unit 203

Outcome 4

Principles of Exercise, Fitness and Health

Understand the exercise contraindications and key safety guidelines for special populations

Underpinning knowledge

The learner can:

1. describe the exercise contraindications and key safety guidelines for working with older people (50 plus)
2. describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients
3. describe the exercise contraindications and key safety guidelines for working with young people (14-16)
4. describe the key safety considerations for working with disabled people.

Unit 203

Outcome 5

Principles of Exercise, Fitness and Health

Understand how to safely monitor exercise intensity

Underpinning knowledge

The learner can:

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.

Unit 203

Outcome 6

Principles of Exercise, Fitness and Health

Understand the health benefits of physical activity

Underpinning knowledge

The learner can:

1. describe the health benefits of physical activity
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.

Underpinning knowledge

The learner can:

1. describe the national food model guide
2. describe key healthy eating advice that underpins a healthy diet
3. explain the importance of adequate hydration
4. explain professional role boundaries in relation to offering nutritional advice
5. explain the dietary role of the key nutrients
6. identify the common dietary sources of the key nutrients
7. describe the energy balance equation
8. explain the health risks of poor nutrition.

Unit 304

Motivate clients to maintain long term adherence to Exercise and Physical Activity (C317)

Level: 3

Credit value: 4

Unit aim

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

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Understand how to establish and maintain an effective relationship with clients
2. Be able to establish and maintain an effective relationship with clients
3. Understand how to work with clients to develop and maintain adherence strategies
4. Be able to work with clients to develop and maintain adherence strategies
5. Understand how to provide ongoing customer service to clients
6. Be able to provide ongoing customer service to clients

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

C317 Motivate clients to maintain long term adherence to exercise and physical activity

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsactive.

Assessment and grading

This unit must be assessed in accordance with the following 3 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 & SVQs

QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Personal Training

www.skillsactive.com/common-unit-qualifications

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 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

Simulation

Simulation is allowed for 3.10, 6.7 and 6.10, if there is no naturally occurring evidence available.

Unit 304

Motivate clients to maintain long term adherence to Exercise and Physical Activity (C317)

Outcome 1

Understand how to establish and maintain an effective relationship with clients

Underpinning knowledge

The learner can:

1. Explain how to present a positive image of self and organisation
2. Explain why the relationship between the instructor and client is important
3. Describe the type of instructor/client relationship which will assist client progress and adherence to physical activity
4. Describe the types of personal qualities that instructors need to develop in order to help and support clients
5. Explain why clients need to understand the instructors role and responsibilities and the roles and responsibilities of other professionals who may be involved
6. Explain the extent and limitations of own role and responsibility when working with clients
7. Describe how to select and use a range of communication strategies to communicate with different clients
8. Explain how to adapt the relationship with the client to take account of changing needs and circumstances
9. Explain what is meant by a 'professional relationship' between instructor and client
10. Explain what is meant by 'valuing diversity' in a practical context when working with clients
11. Describe the types of prejudice and discrimination that individual clients might experience and how to overcome these
12. Explain what is meant by 'confidentiality' and why it is important when working with clients, other staff and professionals
13. Outline the types of information that may be subject to data protection/confidentiality
14. Explain how to maintain client confidentiality in line with good practice
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
16. Identify the difference between advising on exercise participation and everyday lifestyle physical activity
17. Explain how to manage conflict and disagreements with colleagues
18. Outline procedures to follow in the event of client complaints

Unit 304

Motivate clients to maintain long term adherence to Exercise and Physical Activity (C317)

Outcome 2

Be able to establish and maintain an effective relationship with clients

Practical skills

The learner can:

1. Present a positive image of self and organisation to clients
2. Develop an effective working relationship with clients
3. Clearly define own role and responsibilities to clients and the roles and responsibilities of other professionals who may be involved
4. Communicate clearly with clients in a way that makes them feel valued
5. Use instructing styles that match clients' needs
6. Adapt the relationship with clients to meet their changing needs
7. Ensure the relationship with clients follows good practice and ethical requirements
8. Show that diversity and equal opportunities are valued for all clients
9. Maintain confidentiality requirements
10. Handle any disagreements and complaints promptly, positively and according to organisational procedures

Unit 304

Motivate clients to maintain long term adherence to Exercise and Physical Activity (C317)

Outcome 3

Understand how to work with clients to develop and maintain adherence strategies

Underpinning knowledge

The learner can:

1. Explain why it is important to develop a relationship with the client based on mutual trust and openness
2. Explain why it is important for the client to take responsibility for their own fitness and behaviour change
3. Describe the typical goals and expectations that clients have
4. Describe the types of barriers individual clients may face when undertaking physical activity and achieving their goals
5. Explain how clients can be helped to overcome these barriers
6. Describe the types of incentives and rewards that may be appropriate to a range of different clients
7. Explain the possible reasons for the types of exercise preferences that different clients may have
8. Explain how to assist clients to develop their own adherence strategies
9. Explain how to monitor and adapt a client's adherence strategy
10. 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

Practical skills

The learner can:

1. Analyse behavioural psychology and different approaches to behaviour change
2. Assess different strategies to enable clients to change their behaviour and achieve their goals

Unit 304

Motivate clients to maintain long term adherence to Exercise and Physical Activity (C317)

Outcome 4

Be able to work with clients to develop and maintain adherence strategies

Underpinning knowledge

The learner can:

1. Identify the clients' goals for taking part in regular physical activity and readiness to change behaviour
2. Identify the clients' preferences for exercise
3. Identify appropriate incentives and rewards for the clients taking part in physical activity

Practical skills

The learner can:

1. Work with clients to encourage mutual trust, openness and a willingness to take responsibility for their own fitness and behaviour change
2. Analyse the clients' lifestyle and identify opportunities for exercise and physical activity and potential barriers
3. Work with the clients to develop a long term strategy to adhere to exercise and physical activity, building on opportunities, preferences and incentives, and minimising barriers
4. Monitor the clients' adherence to exercise and physical activity
5. Provide support to the clients' adherence strategy to achieve long-term behaviour change in line with their goals
6. Work with the clients to adapt and refine their adherence strategy

Unit 304

Motivate clients to maintain long term adherence to Exercise and Physical Activity (C317)

Outcome 5

Understand how to provide ongoing customer service to clients

Underpinning knowledge

The learner can:

1. Explain the importance of client care both to the client and the organisation
2. Explain why it is important to deal effectively with client/individual needs
3. Outline the types of information which clients usually need
4. Outline how to respond to requests according to the organisations procedures
5. Identify where to source relevant information to meet client needs
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
7. Explain the importance of dealing with any delay with clients and describe how to do so effectively

Unit 304

Motivate clients to maintain long term adherence to Exercise and Physical Activity (C317)

Outcome 6

Be able to provide ongoing customer service to clients

Practical skills

The learner can:

1. Engage with clients during exercise
2. Respond positively to clients
3. Gather as much information as possible about clients' needs and expectations
4. Listen to and ask the clients' questions to check own understanding
5. Discuss with the clients different ways of meeting their needs and expectations
6. Always try to meet clients' needs and expectations to the best of own ability and in line with accepted good practice
7. If clients' needs and expectations are beyond own level of competence, consult another professional
8. Provide the clients with clear information and advice when they need it
9. Find out how well identified solutions work and provide alternative guidance if necessary
10. Handle client complaints positively and following agreed procedures

Unit 205

Reflect on and develop own practice in providing exercise and physical activity (A335)

Level: 2

Credit value: 4

Unit aim

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand how to reflect on and develop own practice in providing exercise and physical activity
2. Understand how to reflect on own professional practice
3. Be able to reflect on own professional practice
4. Understand how to improve own professional practice and career opportunities
5. Be able to improve own professional practice and career opportunities

Guided learning hours

It is recommended that **23** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to A355 Reflect on and develop own practice in providing exercise and physical activity

Endorsement of the unit by a sector or other appropriate body

A letter of support from SkillsActive is required for any qualification in which this unit is used.

Assessment and grading

This unit must be assessed in accordance with the following 3 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 & SVQs

QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness

www.skillsactive.com/common-unit-qualifications

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 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

Unit 205

Reflect on and develop own practice in providing exercise and physical activity (A335)

Outcome 1

Understand how to establish and maintain an effective relationship with clients

Underpinning knowledge

The learner can:

1. List the values or codes of practice relevant to the work being carried out and describe their importance
2. Describe the role of the fitness professional in the industry
3. Outline the importance of reflection and continuing professional development in helping clients to develop fitness and motivation
4. Outline the structure of the industry
5. Identify industry organisations and describe their relevance to the fitness professional
6. Outline appropriate registration systems and continuing professional development requirements
7. Describe employment opportunities in different sectors of the industry

Unit 205

Reflect on and develop own practice in providing exercise and physical activity (A335)

Outcome 2

Understand how to reflect on and develop own practice in providing exercise and physical activity

Underpinning knowledge

The learner can:

1. Describe aspects of professional practice that should be reflected on
2. Outline the information that should be used to reflect on own professional practice
3. Describe different methods of collecting information and how to interpret it
4. Describe how to reflect on own professional practice
5. Identify key lessons and how to make use of these in future professional practice
6. Outline the importance of discussing ideas with another professional

Unit 205

Reflect on and develop own practice in providing exercise and physical activity (A335)

Outcome 3

Be able to reflect on own professional practice

Underpinning knowledge

The learner can:

1. 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
2. Identify ways in which future practice can be improved
3. Discuss ideas with another professional and take account of their views

Practical Skills

The learner can:

1. Review the outcomes of working with clients, their feedback and feedback from other staff

Unit 205

Reflect on and develop own practice in providing exercise and physical activity (A335)

Outcome 4

Understand how to improve own professional practice and career opportunities

Underpinning knowledge

The learner can:

1. Identify how often professional practice should be reviewed
2. Outline how to access information on developments in exercise and physical activity
3. Identify areas in which further development in own professional practice is required
4. Describe the importance of having a personal action plan in place for own development
5. Outline the types of development activities that are available and how they can be accessed
6. Describe the importance of regularly reviewing and updating own personal action plan

Unit 205

Reflect on and develop own practice in providing exercise and physical activity (A335)

Outcome 5

Be able to improve own professional practice and career opportunities

Practical skills

The learner can:

1. Review own professional practice on a regular basis
2. Keep up-to-date with developments in exercise and physical activity
3. Consider own career goals
4. Develop a personal action plan that will help to improve professional practice and career prospects
5. Take part in relevant development activities as part of the personal action plan
6. Review own progress in developing professional practice and career prospects and update the personal action plan accordingly

Unit 306

Evaluate exercise and physical activity programmes (D459)

Level: 3

Credit value: 3

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand how to work with clients to evaluate exercise and physical activity programmes
2. Be able to work with clients to evaluate exercise and physical activity programmes
3. Understand how to identify lessons for future practice
4. Be able to identify lessons for future practice

Guided learning hours

It is recommended that **14** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the D459 Evaluate exercise and physical activity programmes

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsActive.

Assessment and grading

This unit must be assessed in accordance with the following 3 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 & SVQs

QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Personal Training

www.skillsactive.com/common-unit-qualifications

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 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 **three** 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

Unit 306

Evaluate exercise and physical activity programmes (D459)

Outcome 1

Understand how to work with clients to evaluate exercise and physical activity programmes

Underpinning knowledge

The learner can:

1. Explain why it is important to evaluate progressive physical activity programmes
2. Outline the principles of evaluation in the context of physical activity
3. Outline what information is needed to evaluate physical activity programmes
4. Explain methods that can be used to collect the information required to evaluate physical activity programmes
5. Explain why it is important to evaluate all stages and components of the programme
6. Describe methods that can be used to organise information so that it can be analysed
7. Describe methods that can be used to get structured feedback from clients
8. Explain why structured feedback is important
9. Explain how to analyse information and client feedback
10. Explain why it is important to discuss preliminary conclusions with the client
11. Explain why the client's views are important

Unit 306

Evaluate exercise and physical activity programmes (D459)

Outcome 2

Be able to work with clients to evaluate exercise and physical activity programmes

Underpinning knowledge

The learner can:

1. Outline preliminary conclusions about the effectiveness of the programme

Practical skills

The learner can:

1. Collate all available information regarding the planned programme and client objectives
2. Collate information regarding client progress, adaptations to the programme and the reasons for adaptation
3. Collate information regarding client adherence
4. Collect structured feedback from the client
5. Analyse available information and feedback
6. Discuss preliminary conclusions with the client and take account of their views

Unit 306

Evaluate exercise and physical activity programmes (D459)

Outcome 3

Understand how to identify lessons for future practice

Underpinning knowledge

The learner can:

1. Explain why continuous improvement in practice is important for exercise/physical activity instructors
2. Explain why it is important to prioritise the improvement of some programme components
3. Explain how to prioritise which programme components to work on
4. Outline sources of information, advice and best practice on how to improve programme components
5. Explain why it is important to share conclusions about improving own practice with other people
6. Identify who to share ideas for improvements in own practice with
7. Describe how to make use of improvements in own practice in the future

Unit 306

Evaluate exercise and physical activity programmes (D459)

Outcome 4

Be able to identify lessons for future practice

Underpinning knowledge

The learner can:

1. Identify the relative success of each programme component
2. Prioritise those programme components that are vital to improving practice
3. Identify how programme components could be improved

Practical Skills

The learner can:

1. Share own conclusions with relevant people and take account of their feedback
2. Undertake further research and development to improve programme components
3. Note lessons for future practice

Unit 307

Design, manage and adapt a personal training programme with clients (D460)

Level: 3

Credit value: 6

Unit aim

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

Learning outcomes

There are **ten** learning outcomes to this unit. The learner will be able to:

1. Understand how to collect and record information about clients
2. Be able to collect and record information about clients
3. Understand how to analyse information and agree goals with clients
4. Be able to analyse information and agree goals with clients
5. Understand how to plan, prepare and manage a personal training programme with clients
6. Be able to plan, prepare and manage a personal training programme with clients
7. Understand how to review progress with clients
8. Be able to review progress with clients
9. Understand how to adapt a personal training programme with clients
10. Be able to adapt a personal training programme with clients

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the D460 Design, manage and adapt a personal training programme with clients

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsActive.

Assessment and grading

This unit must be assessed in accordance with the following 3 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 & SVQs

QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Personal Training

www.skillsactive.com/common-unit-qualifications

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 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 **four** 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

Simulation

Simulation is allowed for UPK 2.3, if there is no naturally occurring evidence available.

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

- Blood pressure (manual and digital where available)
- Anthropometrics (e.g. height and weight, BMI, waist circumference or waist to hips ratio)
- Body composition (e.g. callipers, bio-electrical impedance etc)
- Cardiovascular fitness (using validated/recognised protocols such as Astrand bike test, Rockport walking test etc)
- Range of motion (e.g. using validated/recognised protocols such as sit and reach test, visual assessment during stretch positions etc)
- Muscular fitness (e.g. 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 **two** of the following cardiovascular approaches to training:

- Interval
- Fartlek
- Continuous

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

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

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

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

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

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

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

Learners should be able to identify the bones, joints and major muscles listed in Appendix 3

Unit 307

Design, manage and adapt a personal training programme with clients (D460)

Outcome 1

Understand how to collect and record information about clients

Underpinning knowledge

The learner can:

1. Explain why it is important to collect accurate information about clients
2. Explain how to decide what information to collect
3. Explain safe and appropriate methods that can be used to collect the information needed to plan personal training programmes
4. Outline the legal and ethical implications of collecting information about clients
5. Explain how to establish rapport with clients and identify the communication skills needed
6. Describe the importance of showing empathy and being sensitive to clients' goals and current stage of readiness
7. Explain how to administer and interpret the Physical Activity Readiness Questionnaire (PAR-Q)
8. Describe different formats for recording information about clients
9. Explain professional role boundaries with regard to offering personal training to clients with different medical conditions
10. Explain when it is necessary to refer clients to another professional and describe the procedure that should be followed
11. Explain the importance of safeguarding the confidentiality of collected information and describe how to do so
12. Explain how to ensure clients informed consent is obtained before collecting information
13. Outline legal and organisational requirements for data protection and confidentiality

Practical Skills

The learner can:

1. Analyse the strengths and weaknesses of the various methods of collecting information for different types of clients

Unit 307

Design, manage and adapt a personal training programme with clients (D460)

Outcome 2

Be able to collect and record information about clients

Underpinning knowledge

The learner can:

1. Explain own role and responsibilities to the clients
2. Identify what information needs to be collected about clients
3. Identify when clients need referral to another professional

Practical Skills

The learner can:

1. Establish a rapport with clients
2. Collect information about clients using appropriate methods
3. Show sensitivity and empathy to clients and the information they provide
4. Record the information in a way that will help to analyse it
5. Maintain client confidentiality in line with good practice procedures

Unit 307

Design, manage and adapt a personal training programme with clients (D460)

Outcome 3

Understand how to analyse information and agree goals with clients

Underpinning knowledge

The learner can:

1. Explain why it is important to work together with clients to agree goals and activities
2. Explain the importance of long-term behaviour change and how to ensure clients understand and commit themselves to long-term change
3. Describe how to organise information in a way which will assist its interpretation and analysis
4. Describe how to analyse and interpret collected information so that clients needs and goals can be identified
5. Explain the importance of clients understanding the advantages of taking part in a personal training programme
6. Explain why it is important to base goal setting on an analysis of clients' needs
7. Describe the possible barriers which may prevent clients achieving their goals
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
9. Explain when people other than clients should be involved in goal setting
10. Explain how to develop, agree and record goals which are appropriate to clients
11. Explain how to make goals specific, measurable, achievable, realistic and time bound and identify why this is important

Practical Skills

The learner can:

1. Assess strategies which can prevent drop out or relapse

Unit 307

Design, manage and adapt a personal training programme with clients (D460)

Outcome 4

Be able to analyse information and agree goals with clients

Underpinning knowledge

The learner can:

1. Identify any barriers to participation and encourage clients to find a solution
2. Ensure the goals are specific, measurable, achievable, realistic and time bound and reflect accepted good practice

Practical skills

The learner can:

1. Analyse the information collected
2. Agree clients needs and readiness to participate
3. Work with clients to agree short, medium and long-term goals appropriate to their needs
4. Identify and agree strategies to prevent drop out or relapse
5. Record the agreed goals in a format that is clear to all those involved in the programme

Unit 307

Design, manage and adapt a personal training programme with clients (D460)

Outcome 5

Understand how to plan, prepare and manage a personal training programme with clients

Underpinning knowledge

The learner can:

1. Explain why thorough planning and preparation are necessary
2. Explain how to research and identify exercises and activities which will help clients to achieve their goals
3. Explain how to design personal training programmes according to accepted good practice
4. Explain how to apply the principles of training to programme design
5. Explain how to design a progressive programme to allow clients to achieve short, medium and long term goals
6. Describe how to include physical activities as part of the client's lifestyle to complement exercise sessions
7. Explain how to choose resources and environments that will help clients to participate in the programme according to their needs
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
9. Explain how to decide on the order of exercises and activities in the programme
10. Outline current guidelines on programme design and safe exercise
11. Explain how to make sure the components of fitness are built into the programme
12. Explain how to structure the sessions which make up the programme
13. Explain how to record the programme
14. Explain why it is important to agree the programme with clients
15. Explain when it is appropriate to share the programme with other professionals

Unit 307

Design, manage and adapt a personal training programme with clients (D460)

Outcome 6

Be able to plan, prepare and manage a personal training programme with clients

Underpinning knowledge

The learner can:

1. Explain and agree the demands of the programme with clients
2. Identify the resources needed, making best use of the environments in which clients will exercise

Practical skills

The learner can:

1. Plan specific outcome measures, stages of achievement and exercises/physical activities that are appropriate to clients' goals and level of fitness
2. Ensure exercises/physical activities are consistent with accepted good practice
3. Plan and agree a progressive timetable of sessions with clients
4. Agree appropriate evaluation methods and review dates
5. Apply the principles of training to help clients achieve short, medium and long term goals
6. Ensure effective integration of all programme exercises/physical activities and sessions
7. Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned
8. Record plans in a format that will help all concerned to implement the programme
9. Agree how to maintain contact with clients between sessions

Unit 307

Design, manage and adapt a personal training programme with clients (D460)

Outcome 7

Understand how to review progress with clients

Underpinning knowledge

The learner can:

1. Explain the importance of monitoring and reviewing programmes with clients
2. Describe how to communicate information to clients and provide effective feedback
3. Explain why it is important to encourage clients to give their views
4. Explain how to analyse and record clients' progress
5. Explain why it is important to agree changes with clients
6. Explain why it is important to communicate progress and changes to all those involved in the programme
7. Explain why it is important to keep accurate records of changes and the reasons for change

Practical skills

The learner can:

1. Assess methods of collecting, analysing and recording information that will help to review progress against goals and initial baseline data

Unit 307

Design, manage and adapt a personal training programme with clients (D460)

Outcome 8

Be able to review progress with clients

Practical skills

The learner can:

1. Monitor clients' progress using appropriate methods
2. Review progress with clients at agreed points in the programme
3. Ensure clients understand the purpose of review and how it fits into their programme
4. Encourage clients to give their own views on progress
5. Use agreed evaluation guidelines
6. Give positive and timely feedback to clients during their review
7. Agree review outcomes with clients and keep accurate records

Unit 307

Design, manage and adapt a personal training programme with clients (D460)

Outcome 9

Understand how to adapt a personal training programme with clients

Underpinning knowledge

The learner can:

1. Explain how to review short, medium and long term goals with clients taking into account any changes in circumstances
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
3. Describe how to communicate adaptations to clients and other professionals
4. Explain the different training systems and their use in providing variety and ensuring programmes remain effective

Unit 307

Design, manage and adapt a personal training programme with clients (D460)

Outcome 10

Be able to adapt a personal training programme with clients

Underpinning knowledge

The learner can:

1. Identify goals and exercises/physical activities that need to be redefined or adapted
2. Identify any changes to resources and environments and agree them with clients

Practical skills

The learner can:

1. Agree adaptations, progressions or regressions to meet clients' needs as and when necessary to optimise achievement
2. Introduce adaptations in a way that is appropriate to clients and their needs
3. Monitor the effectiveness of adaptations and update these as necessary
4. Record changes to plans for the programme to take account of adaptations

Unit 308

Deliver exercise and physical activity as part of a personal training programme (D461)

Level: 3

Credit value: 10

Unit aim

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

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will be able to:

1. Understand how to plan and prepare individualised exercise sessions
2. Be able to plan and prepare individualised exercise sessions
3. Understand how to prepare clients for individualised exercise sessions
4. Be able to prepare clients for individualised exercise sessions
5. Understand how to teach and adapt planned exercises
6. Be able to teach and adapt planned exercises
7. Understand how to bring exercise sessions to an end
8. Be able to bring exercise sessions to an end

Guided learning hours

It is recommended that **70** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to D461 Deliver exercise and physical activity as part of a personal training programme

Endorsement of the unit by a sector or other appropriate body

A letter of support from SkillsActive is required for any qualification in which this unit is used.

Assessment and grading

This unit must be assessed in accordance with the following 3 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 & SVQs

QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Personal Training

www.skillsactive.com/common-unit-qualifications

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 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

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

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

- Interval
- Fartlek
- Continuous

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

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

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

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

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

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

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

Learners should be able to identify the bones, joints and major muscles listed on Appendix 3.

Unit 308

Deliver exercise and physical activity as part of a personal training programme (D461)

Outcome 1

Understand how to collect and record information about clients

Underpinning knowledge

The learner can:

1. Explain the importance of careful and thorough planning and preparation before physical exercise
2. Explain how to identify specific objectives from the overall programme goals
3. Explain how timings, intensities and sequences can affect programme outcomes
4. Explain the importance of matching teaching and learning styles to maximise clients' progress and motivation
5. Describe how to utilise verbal and non-verbal communication techniques
6. Explain how to select and prepare the equipment and environment as needed
7. Explain how to work in environments that are not specifically designed for physical exercise

Unit 308

Deliver exercise and physical activity as part of a personal training programme (D461)

Outcome 2

Be able to collect and record information about clients

Underpinning knowledge

The learner can:

1. Identify, obtain and prepare the resources needed for the planned exercises

Practical skills

The learner can:

1. Provide a range of exercises to help clients achieve objectives and goals
2. Plan and agree the focus of exercises and utilise the resources available, improvising safely where necessary
3. Plan realistic timings, intensities and sequences of exercises

Unit 308

Deliver exercise and physical activity as part of a personal training programme (D461)

Outcome 3

Understand how to prepare clients for individualised exercise sessions

Underpinning knowledge

The learner can:

1. Explain why it is important to ensure clients are properly prepared physically and psychologically before activity begins
2. Explain why it is important to find out how clients responded to previous physical activity and if anything has changed since then
3. Describe the importance of explaining the planned objectives and activities to clients
4. Explain why clients need to know the physical and technical demands of the activity and how this might affect motivation
5. Explain why it may be necessary to negotiate and agree changes to plans with clients
6. Explain why and how any changes to plans should be recorded
7. Outline the health, safety and emergency procedures and requirements
8. Explain why clients need to know about health, safety and emergency procedures

Unit 308

Deliver exercise and physical activity as part of a personal training programme (D461)

Outcome 4

Be able to analyse information and agree goals with clients

Practical skills

The learner can:

1. Meet clients punctually and make them feel at ease
2. Collect any new information about clients response to previous activity
3. Discuss the planned objectives and exercises for the session and how these link to clients' goals
4. Discuss the physical and technical demands of the planned exercises and how clients can progress or regress these to meet goals
5. Assess, agree and review clients' state of readiness and motivation to take part in the planned exercises
6. Negotiate, agree and record changes to the planned exercises with clients to meet goals and preferences and enable them to maintain progress

Unit 308

Deliver exercise and physical activity as part of a personal training programme (D461)

Outcome 5

Understand how to teach and adapt planned exercises

Underpinning knowledge

The learner can:

1. Explain why a balance of instruction, exercise and discussion is important when instructing clients
2. Outline the range of approved teaching and motivational styles that can be used and explain how to vary these according to clients' response
3. Explain the importance of warm-up and the range of warm-up activities that can be used for the activities being taught
4. Explain how to choose warm-ups appropriate to different clients and conditions
5. Explain why clients should understand the purpose and value of warm-up
6. Explain how to provide instructions, demonstrations and explanations clearly and effectively
7. Describe the correct positions for the exercises being taught
8. Explain how to adapt exercise positions as appropriate to individual clients and conditions
9. Explain why it is important to make sure clients understand instructions, demonstrations and explanations and describe how this can be done
10. Explain the importance of non-verbal communication and the effect of body language
11. Explain how to adapt communication to meet clients' needs
12. Explain why it is important to monitor individual progress especially if more than one client is involved
13. Identify when it may be necessary to adapt planned exercises to meet clients' needs and explain how to do so
14. Explain methods of maintaining clients' motivation especially when they are finding exercises difficult
15. Explain the importance of correcting techniques and how to adopt appropriate teaching styles to ensure clients apply techniques correctly
16. Explain how to modify the intensity of exercise to match clients' response to physical activity

Practical skills

The learner can:

1. Appraise methods of monitoring clients' progress

Unit 308

Deliver exercise and physical activity as part of a personal training programme (D461)

Outcome 6

Be able to bring exercise sessions to an end

Practical skills

The learner can:

1. Ensure there is an effective balance of instruction, activity and discussion within the session
2. Use teaching and motivational styles that are appropriate to clients and accepted good practice
3. Provide clients with an appropriate warm-up
4. Make best use of the environment in which clients are exercising
5. Provide instructions, explanations and demonstrations that are technically correct, safe and effective
6. Check clients' understanding of instructions, explanations and demonstrations
7. Adapt verbal and non-verbal communication methods to make sure clients understand what is required
8. Ensure clients can carry out the exercises safely on their own
9. Observe and analyse clients' performance, providing positive reinforcement throughout
10. Correct techniques at appropriate points
11. Progress or regress exercises according to clients' performance

Unit 308

Deliver exercise and physical activity as part of a personal training programme (D461)

Outcome 7

Understand how to bring exercise sessions to an end

Underpinning Knowledge

The learner can:

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
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
3. Explain why clients should understand the value and purpose of cool-down
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
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
6. Explain why clients need to see their progress against objectives in terms of their overall goals and programme
7. Explain why clients need information about future activities, either supervised or unsupervised
8. Outline the correct procedures for dealing with equipment and the wider facility once the session is over

Unit 308

Deliver exercise and physical activity as part of a personal training programme (D461)

Outcome 8

Be able to bring exercise sessions to an end

Practical skills

The learner can:

1. Allow sufficient time for the closing phase of the session
2. End the exercises using a cool down that is safe and effective for clients
3. Provide clients with positive reinforcement about their performance
4. Give clients feedback on the session
5. Explain to clients how progress made links to their short, medium and long term goals
6. Discuss other possible physical activities with clients
7. Leave the environment in a condition suitable for future use

Unit 309

Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme (D462)

Level: 3

Credit value: 7

Unit aim

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.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand how to collect and analyse information and agree goals with the client
2. Be able to collect and analyse information and agree goals with the client
3. Understand how to apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme
4. Be able to apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme

Guided learning hours

It is recommended that **42** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the D462 Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsActive.

Assessment and grading

This unit must be assessed in accordance with the following 3 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 & SVQs

QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Personal Training

www.skillsactive.com/common-unit-qualifications

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 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

Simulation

Simulation is allowed for UPK 2.1, if there is no naturally occurring evidence available.

Unit 309

Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme (D462)

Outcome 1

Understand how to collect and analyse information and agree goals with the client

Underpinning knowledge

The learner can:

1. Outline the range of professionals and professional bodies involved in the area of nutrition
2. Describe how to obtain clients informed consent before collecting nutritional information
3. Explain why it is important to collect accurate nutritional information about clients
4. Describe the information that needs to be collected to offer nutritional advice to clients safely and effectively
5. Outline the legal and ethical implications of collecting nutritional information
6. Describe different formats for recording nutritional information
7. Explain why confidentiality is important when collecting nutritional information
8. Explain issues that may be sensitive when collecting nutritional information
9. Explain basic dietary assessment methods
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 impedance
11. Assess health risk in relation to body composition, height and weight, and where available, compare to 'norms'
12. Explain how to sensitively divulge the interpretation of collected information and results to clients
13. Describe how to recognise the signs and symptoms of disordered eating
14. Describe a healthy eating pattern
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
16. Explain the circumstances in which a client should be referred on to a Accredited Sports Dietitian and the process that should be followed
17. Analyse and interpret collected information to identify clients' needs and nutritional goals in comparison to National guidelines/the National food model
18. Explain how to apply the principles of goal setting when offering nutritional advice
19. Explain when to involve people other than the client in nutritional goal setting and identify who these people might be
20. Identify barriers which may prevent clients achieving the agreed nutritional goals
21. Describe motivational strategies that can be used to encourage healthy eating and prevent non-compliance or relapse

Unit 309

Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme (D462)

Outcome 2

Be able to collect and analyse information and agree goals with the client

Underpinning knowledge

The learner can:

- 1 Identify when clients need referral to another professional
- 2 Identify barriers to clients achieving the agreed nutritional goals
- 3 Record the agreed goals in a format that is clear to all who may be involved
- 4 Identify and agree strategies to prevent non-compliance or relapse
- 5 Identify and agree review points

Practical Skills

The learner can:

1. Collect, record and analyse the information needed about clients nutritional goals
2. Agree clients needs and readiness to take part
3. Agree clients short, medium and long term nutritional goals
4. Set nutritional goals that are specific, measurable, achievable, realistic and time-bound and reflect accepted good practice

Unit 309

Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme (D462)

Outcome 3

Understand how to apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme

Underpinning knowledge

The learner can:

1. Describe the structure and function of the digestive system
2. Explain the meaning of key nutritional terms including:
 - a. diet
 - b. healthy eating
 - c. nutrition
 - d. balanced diet
3. Explain professional role boundaries with regard to offering nutritional advice to clients
4. Explain the key nutritional principles/messages and national guidelines that underpin a healthy diet
5. Describe the nutritional principles and key features of the National food model/guide
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
7. Describe the nutritional requirements and hydration needs of the physical activity programme
8. Outline factors that may influence clients' eating habits and prevent them from achieving nutritional goals
9. Identify groups of clients at risk of nutritional deficiencies
10. Identify how to access reliable sources of nutritional information
11. Distinguish between evidence-based knowledge versus the unsubstantiated marketing claims of suppliers
12. Explain the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic exercise
13. Define the components of energy expenditure and the energy balance equation
14. Demonstrate how to determine Basal Metabolic Rate (BMR)
15. Demonstrate how to determine energy requirements based on physical activity levels and other relevant factors
16. Describe energy needs/expenditure for different physical activities
17. Outline the function and metabolism of the macro nutrients
18. Outline the function and metabolism of micro nutrients
19. Identify the main food groups and the nutrients they contribute to the diet
20. Describe portion sizes in the context of the National food model

21. Identify the calorific/Kilo joule value of nutrients
22. Describe common terminology used in nutrition including:
 - UK dietary reference values (DRV)
 - Recommended daily allowance (RDA)
 - Recommended daily intake (RDI)
 - Glycaemic Index
23. Describe how to identify and agree nutritional goals and translate them into basic healthy eating advice that reflects current National guidelines
24. Interpret food labelling information
25. Explain the significance of healthy food preparation
26. Explain the potential health and performance implications of severe energy restriction, weight loss and weight gain
27. Explain how cultural and religious dietary practices can influence nutritional advice
28. Explain the importance of communicating the health risks associated with current weight-loss fads and popular diets to clients
29. Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a Registered Dietitian
30. Explain the need for reappraisal of client's body composition and other relevant health parameters at agreed stages of the program
31. Outline safety, effectiveness and contraindications relating to protein and vitamin supplementation
32. Outline industry guidelines on managing users with suspected eating disorders

Unit 309

Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme (D462)

Outcome 4

Understand how to apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme

Practical Skills

The learner can:

1. Analyse clients' nutritional needs and preferences in relation to current status and nutritional goals
2. Use credible sources of information and advice in establishing clients goals
3. Design and agree nutritional goals that are compatible with the analysis carried out, accepted good practice and national guidelines
4. Identify and obtain credible educational resources for use with clients
5. Ensure that the nutritional goals support and integrate with other programme components
6. Ensure that clients understand and follow the nutritional advice as part of the exercise and physical activity programme
7. Evaluate and review clients' progress towards the agreed nutritional goals
8. Monitor and refine clients' nutritional goals during the physical activity programme

Level: 3

Credit value: 5

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand how to plan marketing and sales
2. Be able to plan marketing and sales
3. Understand how to market services
4. Be able to market services
5. Understand how to sell services directly to clients
6. Be able to sell services directly to clients
7. Understand how to follow up marketing and client enquiries
8. Be able to follow up marketing and client enquiries

Guided learning hours

It is recommended that **26** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the B242 Plan, market and sell services

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsActive.

Assessment and grading

This unit must be assessed in accordance with the following 3 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 & SVQs

QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Personal Training

www.skillsactive.com/common-unit-qualifications

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

Learning Outcome 2

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

a market

- 1 existing
- 2 new

Learning Outcome 4

When marketing services the learner must cover:

two 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

Underpinning knowledge

The learner can:

1. Identify the sources of marketing and sales information
2. Describe how the market is segmented/divided by:
 - age
 - income
 - occupation/social class
 - the benefits that potential clients are looking for
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
4. Explain how to identify competitors and assess their strengths and weaknesses
5. Explain how to identify and assess own strengths and weaknesses
6. Describe how to develop services that address a certain 'niche' in the market
7. Explain how to cost services and develop marketing and sales plans that take account of cash flow and tax considerations
8. Explain the importance of testing proposed products and services with other people and describe how to do so
9. Explain the importance of having realistic and achievable targets for marketing and sales
10. Explain how to develop sales and marketing targets
11. Explain the importance of being able to evaluate sales and marketing plans
12. Explain ways of monitoring and evaluating marketing and sales

Unit 310
Outcome 2

Plan, market and sell services (B242)
Be able to plan marketing and sales

Underpinning knowledge

The learner can:

- 1 Research the market according to the service being offered
- 2 Identify existing and new trends in the industry
- 3 Identify competitors and analyse their strengths and weaknesses in comparison to own
- 4 Identify the types of client who might be interested in the services and the benefits they are looking for

Practical skills

The learner can:

1. Develop and cost services that will be attractive to potential clients
2. Test these services with other people and obtain their feedback
3. Set realistic and achievable marketing and sales targets within defined timescales
4. Decide how to evaluate the marketing and sales aspects of the service

Unit 310

Outcome 3

Plan, market and sell services (B242)

Be able to plan marketing and sales

Underpinning knowledge

The learner can:

1. Identify the best ways of reaching potential clients
2. Describe the 'image' clients may have of the types of services offered and how to develop an image that is unique
3. Explain how to present services so that they and their benefits will be attractive to clients
4. Describe different ways to present/market the services
5. Explain the importance of being proactive in marketing and reaching potential clients
6. Explain the importance of promoting the value and benefits of the services to clients
7. Explain the importance of monitoring the effectiveness of marketing and sales activities
8. Explain how to overcome problems and improve services
9. Describe methods of monitoring marketing and sales

Unit 310
Outcome 4

Plan, market and sell services (B242)
Be able to market services

Underpinning knowledge

The learner can:

1. Identify the best ways to reach potential clients

Practical skills

The learner can:

1. Keep track of marketing and sales and compare what is being achieved with set targets
2. Find ways of improving marketing and sales
3. Present the services so that they are attractive to potential clients
4. Promote the value and benefits of the services to clients

Unit 310

Outcome 5

Plan, market and sell services (B242)

Understand how to sell services directly to clients

Underpinning knowledge

The learner can:

1. Explain the importance of being proactive in selling without giving the impression of 'the hard sell' and describe how to do so
2. Explain why it is important to correctly identify client's needs and expectations in relation to the services offered
3. Explain how to identify services that match or come close to client's needs and expectations
4. Explain the importance of ensuring accurate information is provided especially in relation to legal requirements covering trade descriptions and sale of goods
5. Explain the importance of giving clients the opportunity to ask questions and discuss the services and their benefits
6. Identify buying signals that a client might give and how they can be used to help move the sale on
7. Explain the importance of negotiating services that meet both own needs and that of the client
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
9. Explain why it is important to agree terms with the client and how to do so
10. Outline the relevant documents that need to be completed and why these are important

Underpinning knowledge

The learner can:

1. Identify client's needs and expectations
2. Identify buying signals from the client and use these to move the sale on

Practical Skills

The learner can:

1. Suggest services that meet client's needs and expectations
2. Provide information about the services and their benefits clearly, accurately and in a way that will motivate the client to take them up
3. Give the client full opportunity to ask questions and discuss the services and their benefits and if necessary, think about their decision
4. Offer and agree a service that meets own needs and those of the client
5. Ensure the client is ready to commit themselves to the sale
6. Agree terms with the client and make sure they are satisfied with the sale
7. Ensure all relevant documents are completed

Unit 310

Outcome 7

Plan, market and sell services (B242)

Understand how to follow up marketing and client enquiries

Underpinning knowledge

The learner can:

1. Explain the importance of keeping up to date information on marketing and client enquiries
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
3. Outline the legal and organisational requirements for data protection and how to ensure that they are followed

Unit 310

Outcome 8

Plan, market and sell services (B242)

Be able to follow up marketing and client enquiries

Practical skills

The learner can:

1. Develop and keep up-to-date a client service management system
2. Keep in regular contact with existing clients and with those who have made enquiries
3. Provide existing clients and prospective clients with information on new and existing services
4. Respond promptly and positively to further enquiries and make efforts to obtain new business
5. Follow all legal and organisational requirements for data protection

9 Assessment

Time constraints

All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

1.1 Assignments

The assignments are set by City & Guilds and are administered by the centre when the candidate is ready. They are then marked internally, by the centre, using the information provided and the results recorded on the documents provided by City & Guilds. Assignments are subject to internal and external verification.

9.2 Test specifications

The test specifications for the units 301,203 are below:

Test 1: Unit 301 Anatomy and Physiology for Exercise and Health (4903-301)

Duration: 75 mins

Unit number	Outcome	No. of questions	%
301	1. Understand the heart and circulatory system and its relation to exercise and health	6	13
	2. Understand the musculoskeletal system and its relation to exercise	14	30
	3. Understand postural and core stability	8	17
	4. Understand the nervous system and its relation to exercise	10	22
	5. Understand the endocrine system and its relation to exercise	4	9
	6. Understand energy systems and their relation to exercise	4	9
Total		46	100

Test 2: Unit 203 Principles of Exercise, Fitness and Health (4903-203)
Duration: 60 mins

Unit number	Outcome	No. of questions	%
203	1. Understand the effects of exercise on body systems	10	25
	2. Understand the components of fitness	3	7.5
	3. Understand how to apply the principles and variables of fitness to an exercise programme	10	25
	4. Understand the exercise contraindications and key safety guidelines for special populations	4	10
	5. Understand how to safely monitor exercise intensity	1	2.5
	6. Understand the health benefits of physical activity	2	5
	7. Understand the importance of healthy eating	10	25
Total		40	100

9.3 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at:

www.cityandguilds.com/eportfolios

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate.

N/SVQ Recording forms are available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

1.4 Accreditation of prior learning and experience (APEL)

Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) recognise the contribution a person's previous experience could contribute to a qualification.

Please note that for candidates who have successfully completed City & Guilds Level 2 NVQ Diploma in Instructing Exercise and Fitness (4903-02) and progress through to City & Guilds Level 3 NVQ Diploma in Personal Training (4909-03) units **202, 203 and 205** will be used as APL.

10 Course design and delivery

10.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualifications they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website.

10 Course design and delivery

10.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

In particular, staff should consider the skills and knowledge related to the national occupational standards.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards and other related qualifications.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.

For further information to assist with the planning and development of the programme, please refer to the following:

- Useful material is available on SmartScreen.
- SkillsActive website address www.skillsactive.com

Appendix 1 Reading List

Archer, David & Coulson, Morc (2008) - The Advanced Fitness Instructor's Handbook (Fitness Professionals), A & C Black

Barough, Nina (2004) - Walking for Fitness, Dorling Kindersley Publishers Ltd

Beachle, Thomas R & Groves, Roger (3rd edition 2006) - Weight Training - Steps to Success, Human Kinetics

Bean, A (3rd edition 2008) - The Complete Guide to Strength Training, A & C Black

Brooks, Douglas (2001) - Effective Strength Training, Human Kinetics

Champion, Nigel, Hurst, A & C Black (2000) - The Aerobic Instructors Handbook

Coulson, Morc (2007) – The Fitness Instructor's Handbook: A Complete Guide to Health and Fitness (Fitness Professionals), A & C Black

Delavier, Frederic (2005) - Strength Training Anatomy, Human Kinetics Europe Ltd

Dalgleish, Julia & Dollery, Stuart (2001) – The Health & Fitness Handbook, Longman

Egger, Gary, Champion, Nigel and Bolton, Alan (4th edition 2004) - The Fitness Leader's Handbook, A & C Black

Lawrence, Debbie & Hope, Bob (2nd edition 2007) - The Complete Guide to Circuit Training, A & C Black

Lawrence, Debbie (3rd edition 2009) - The Complete Guide to Exercise to Music, A & C Black

Lawrence, Debbie & Barnett, Louise (2006) - GP Referral Schemes (Fitness Professionals), A & C Black

Lawrence, Debbie (3rd edition 2008) - Exercise in Water (Complete Guide to), A & C Black

Matt, M (1982) - Human Anatomy Colouring Book, Dover Publications

Netter, Frank (2006) - Atlas of Human Anatomy, Icon Learning Systems

Norris, Christopher (20029) – The Complete Guide to Abdominal Training, Complete Guides, A & C Black

Norris, Christopher (2004) - The Complete Guide to Stretching, A & C Black

Pahmeier, Iris & Niederbaumer, Corinna (2000) - Step Aerobics – The complete guide, Meyer & Meyer

Stark, Freddy (2000) - Start exploring "Gray's Anatomy" – A fact filled colouring book, Running Press

Walker, Brad (2007) – The Anatomy of Stretching – Lotus Publishing

Appendix 2 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

Appendix 3 Muscles, muscle action, bones, joints and joint action

Level 3 Diploma in Personal Training NVQ anatomy

Bones

Axial Skeleton

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

Appendicular Skeleton

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

Joints

As level 2 plus:

- Synovial
 - Condylod / Ellipsoid
 - Saddle

Major Muscles (building on Level 2)

- Rotator Cuff
 - Teres minor,
 - Supraspinatus

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

Muscles of the neck and trunk

Muscle Name	Origin(s)	Insertion(s)	Action
Sternocleidomastoid	<ul style="list-style-type: none"> Sternum Clavicle 	<ul style="list-style-type: none"> Temporal bone Occipital bone 	<ul style="list-style-type: none"> Lateral flexion of the head and neck Rotation of the head and neck
Splenius capitis	<ul style="list-style-type: none"> Cervical vertebrae Thoracic vertebrae 	<ul style="list-style-type: none"> Temporal bone 	<ul style="list-style-type: none"> Extension and hyper-extension of the head and neck Lateral flexion of the head and neck Rotation of the head and neck
Splenius cervicus	<ul style="list-style-type: none"> Thoracic vertebrae 	<ul style="list-style-type: none"> Cervical vertebrae 	<ul style="list-style-type: none"> Extension and hyper-extension of the head and neck Lateral flexion and rotation of the head and neck
Erector spinae	<ul style="list-style-type: none"> Sacrum Iliac crest Lumbar vertebrae Thoracic vertebrae Ribs Cervical vertebrae 	<ul style="list-style-type: none"> Thoracic vertebrae Ribs Cervical vertebrae Temporal bone 	<ul style="list-style-type: none"> Extension and hyper-extension of the vertebral column Lateral flexion of the vertebral column
Multifidus	<ul style="list-style-type: none"> Articular process of each vertebrae 	<ul style="list-style-type: none"> Spinous process two to four vertebrae above the origin. 	<ul style="list-style-type: none"> Extension of the vertebral column Rotation of the vertebral column
Rotatores	<ul style="list-style-type: none"> Transverse process of each vertebrae 	<ul style="list-style-type: none"> Spinous process of the next vertebrae above 	<ul style="list-style-type: none"> Extension of the vertebral column Rotation of the vertebral column
Internal intercostals	<ul style="list-style-type: none"> Inferior border of the ribs 	<ul style="list-style-type: none"> Superior border of the rib below 	<ul style="list-style-type: none"> Draws the rib cage upward during inspiration.
External intercostals	<ul style="list-style-type: none"> Rib cartilages Inferior border of the ribs 	<ul style="list-style-type: none"> Superior border of the rib below 	<ul style="list-style-type: none"> Draws rib cage downward during forced expiration
Internal obliques	<ul style="list-style-type: none"> Ribs 	<ul style="list-style-type: none"> Iliac crest Linea alba 	<ul style="list-style-type: none"> Laterally flexion of the vertebral column Rotation of the vertebral column Compression of the abdomen
Rectus abdominus	<ul style="list-style-type: none"> Pubis 	<ul style="list-style-type: none"> Cartilages of lower ribs Sternum 	<ul style="list-style-type: none"> Flexion of the vertebral column Compression of the abdomen
External obliques	<ul style="list-style-type: none"> Iliac crest Thoracolumbar fascia Inguinal ligament 	<ul style="list-style-type: none"> Cartilages of the lower ribs Linea alba 	<ul style="list-style-type: none"> Laterally flexion of the vertebral column Rotation of the vertebral column Compression of the abdomen
Transversus abdominus	<ul style="list-style-type: none"> Iliac crest Thoracolumbar fascia Inguinal ligament 	<ul style="list-style-type: none"> Linea alba 	<ul style="list-style-type: none"> Compression of the abdomen
Quadratus lumborum	<ul style="list-style-type: none"> Iliac crest 	<ul style="list-style-type: none"> Lumbar vertebrae 	<ul style="list-style-type: none"> Lateral flexion of the vertebral column

Muscles of the shoulder and arm

Muscle Name	Origin(s)	Insertion(s)	Action
Pectoralis major	<ul style="list-style-type: none"> Clavicle Sternum Aponeurosis of external oblique 	<ul style="list-style-type: none"> Humerus 	<ul style="list-style-type: none"> Flexion and horizontal flexion of the shoulder joint Extension of the shoulder joint Adduction of the shoulder joint
Pectoralis minor	<ul style="list-style-type: none"> Ribs 	<ul style="list-style-type: none"> Coracoid process of the scapula 	<ul style="list-style-type: none"> Protraction of the shoulder girdle
Anterior deltoid	<ul style="list-style-type: none"> Clavicle 	<ul style="list-style-type: none"> Humerus 	<ul style="list-style-type: none"> Flexion and horizontal flexion of the shoulder joint
Medial deltoid	<ul style="list-style-type: none"> Acromion process of the scapula 	<ul style="list-style-type: none"> Humerus 	<ul style="list-style-type: none"> Abduction of the shoulder joint
Posterior deltoid	<ul style="list-style-type: none"> Scapula 	<ul style="list-style-type: none"> Humerus 	<ul style="list-style-type: none"> Extension and horizontal extension of the shoulder joint
Supraspinatus	<ul style="list-style-type: none"> Supraspinous fossa of the scapula 	<ul style="list-style-type: none"> Humerus 	<ul style="list-style-type: none"> Abduction of the shoulder joint Stabilization of the shoulder joint
Infraspinatus	<ul style="list-style-type: none"> Infraspinous fossa of the scapula 	<ul style="list-style-type: none"> Humerus 	<ul style="list-style-type: none"> Lateral rotation of the shoulder joint Stabilization of the shoulder joint
Teres minor	<ul style="list-style-type: none"> Scapula 	<ul style="list-style-type: none"> Humerus 	<ul style="list-style-type: none"> Lateral rotation of the shoulder joint Adduction of the shoulder joint Stabilization of the shoulder joint
Subscapularis	<ul style="list-style-type: none"> Anterior surface of the scapula 	<ul style="list-style-type: none"> Humerus 	<ul style="list-style-type: none"> Medial rotation of the shoulder joint Stabilization of the shoulder joint
Trapezius	<ul style="list-style-type: none"> Occipital bone Cervical vertebrae Thoracic vertebrae 	<ul style="list-style-type: none"> Clavicle Scapula 	<ul style="list-style-type: none"> Elevation and depression of the shoulder girdle Retraction of the shoulder girdle
Latissimus dorsi	<ul style="list-style-type: none"> Sacrum Iliac crest Lumbar vertebrae Thoracic vertebrae 	<ul style="list-style-type: none"> Humerus 	<ul style="list-style-type: none"> Adduction of the shoulder joint. Extension and horizontal extension of the shoulder joint
Rhomboid major	<ul style="list-style-type: none"> Thoracic vertebrae 	<ul style="list-style-type: none"> Scapula 	<ul style="list-style-type: none"> Retraction and stabilization of the shoulder girdle.
Rhomboid minor	<ul style="list-style-type: none"> Cervical vertebrae 	<ul style="list-style-type: none"> Scapula 	<ul style="list-style-type: none"> Retraction and stabilization of the shoulder girdle.
Biceps brachii	<ul style="list-style-type: none"> Supraglenoid tubercle of the scapula Coracoid process of the scapula 	<ul style="list-style-type: none"> Radius Fascia of the forearm 	<ul style="list-style-type: none"> Flexion of the elbow Flexion of the shoulder joint
Brachialis	<ul style="list-style-type: none"> Humerus 	<ul style="list-style-type: none"> Ulna 	<ul style="list-style-type: none"> Flexion of the elbow
Triceps brachii	<ul style="list-style-type: none"> Scapula Humerus 	<ul style="list-style-type: none"> Ulna 	<ul style="list-style-type: none"> Extension of the elbow Extension of the shoulder joint

Muscles of the hip and leg

Muscle Name	Origin(s)	Insertion(s)	Action
Psoas major	<ul style="list-style-type: none"> Lumbar vertebrae 	<ul style="list-style-type: none"> Femur 	<ul style="list-style-type: none"> Flexion of the hip
Iliacus	<ul style="list-style-type: none"> Anterior surface of the ilium Sacrum 	<ul style="list-style-type: none"> Femur 	<ul style="list-style-type: none"> Flexion of the hip
Gluteus maximus	<ul style="list-style-type: none"> Ilium Sacrum 	<ul style="list-style-type: none"> Femur Iliotibial tract 	<ul style="list-style-type: none"> Extension of the hip Abduction of the hip Lateral rotation of the hip
Gluteus medius	<ul style="list-style-type: none"> Ilium 	<ul style="list-style-type: none"> Femur 	<ul style="list-style-type: none"> Abduction of the hip Lateral rotation of the hip
Gluteus minimus	<ul style="list-style-type: none"> Ilium 	<ul style="list-style-type: none"> Femur 	<ul style="list-style-type: none"> Abduction of the hip Medial rotation of the hip
Tensor fasciae latae	<ul style="list-style-type: none"> Iliac crest 	<ul style="list-style-type: none"> Iliotibial tract 	<ul style="list-style-type: none"> Abduction of the hip
Rectus femoris	<ul style="list-style-type: none"> Ilium 	<ul style="list-style-type: none"> Tibia via the patella tendon 	<ul style="list-style-type: none"> Flexion of the hip Extension of the knee
Vastus lateralis	<ul style="list-style-type: none"> Lateral surface of the femur 	<ul style="list-style-type: none"> Tibia via the patella tendon 	<ul style="list-style-type: none"> Extension of the knee
Vastus medialis	<ul style="list-style-type: none"> Medial surface of the femur 	<ul style="list-style-type: none"> Tibia via the patella tendon 	<ul style="list-style-type: none"> Extension of the knee
Vastus intermedius	<ul style="list-style-type: none"> Anterior and lateral surface of the femur 	<ul style="list-style-type: none"> Tibia via the patella tendon 	<ul style="list-style-type: none"> Extension of the knee
Adductor longus	<ul style="list-style-type: none"> Pubis 	<ul style="list-style-type: none"> Femur 	<ul style="list-style-type: none"> Adduction of the hip Medial rotation of the hip
Adductor brevis	<ul style="list-style-type: none"> Pubis 	<ul style="list-style-type: none"> Femur 	<ul style="list-style-type: none"> Adduction of the hip Medial rotation of the hip
Adductor magnus	<ul style="list-style-type: none"> Pubis Ischium 	<ul style="list-style-type: none"> Femur 	<ul style="list-style-type: none"> Adduction of the hip Medial rotation of the hip
Biceps femoris	<ul style="list-style-type: none"> Ischium Femur 	<ul style="list-style-type: none"> Fibula Tibia 	<ul style="list-style-type: none"> Extension of the hip Flexion of the knee
Semitendinosus	<ul style="list-style-type: none"> Ischium 	<ul style="list-style-type: none"> Medial surface of the tibia 	<ul style="list-style-type: none"> Extension of the hip Flexion of the knee
Semimembranosus	<ul style="list-style-type: none"> Ischium 	<ul style="list-style-type: none"> Posterior surface of the tibia 	<ul style="list-style-type: none"> Extension of the hip Flexion of the knee
Tibialis anterior	<ul style="list-style-type: none"> Tibia 	<ul style="list-style-type: none"> Medial cuneiform bone First metatarsal 	<ul style="list-style-type: none"> Dorsi flexion of the ankle
Gastrocnemius	<ul style="list-style-type: none"> Femur 	<ul style="list-style-type: none"> Calcaneus 	<ul style="list-style-type: none"> Plantar flexion of the ankle
Soleus	<ul style="list-style-type: none"> Tibia 	<ul style="list-style-type: none"> Calcaneus 	<ul style="list-style-type: none"> Plantar flexion of the ankle

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Providing City & Guilds qualifications – A Guide to Centre and Qualification Approval

contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- the centre and qualification approval process and forms
- assessment, verification and examination roles at the centre
- registration and certification of candidates
- non-compliance
- complaints and appeals
- equal opportunities
- data protection
- frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- management systems
- maintaining records
- assessment
- internal verification and quality assurance
- external verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***
Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***
Contains dates and information on the latest Centre events
- ***Online assessment***
Contains information on how to register for E-VOLVE assessments.

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Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)844 543 000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • E-VOLVE • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: **feedbackandcomplaints@cityandguilds.com**

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