Active IQ Level 2 Certificate in Fitness Coaching
QN: 610/5181/0



Qualification Specification

Qualification summary

Qualification title	**Active IQ Level 2 Certificate in Fitness Coaching**
Ofqual qualification number (QN)	610/5181/0
Guided learning hours (GLH)	110
Total qualification time (TQT)	197
Minimum age	16
Qualification purpose	This qualification is designed to provide learners with the knowledge and skills to pursue a career in fitness coaching. Learners are provided with an understanding of anatomy, physiology and nutrition and how they relate to exercise and fitness. Learners are also provided with the knowledge and skills to be able to plan, deliver and supervise safe and effective exercise programmes within a gym or health club environment. This qualification has been designed in partnership with employers and covers the knowledge and skills identified in the industry as essential for the fitness coach role, covering the planning and instructing of safe and effective exercise sessions as well as conducting small group sessions and supporting clients' exercise adherence and a healthy lifestyle. The qualification also provides the learner with an understanding of professionalism, personal development and how to deliver exceptional customer service. This qualification includes the essential knowledge and skills that are needed to meet the requirements of the physical activity sector's minimum standards for deployment.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Occupational standards	The qualification is linked to the following occupational standards: ST0390: the Leisure Team Member Apprenticeship standard ST0478: the Community Activator Coach Apprenticeship standard
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Performance points	Please check the performance points data produced by the Department for Education (DfE) and available online.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/5181/0.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.
Document version number	AIQ007188

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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the website.

Aims and objectives

This qualification aims to:

- focus on the study of fitness coaching
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

Guidance for entry

This qualification is designed for learners wishing to pursue a career in the health and fitness sector as gym-based fitness coaches.

Centres are responsible for ensuring that all learners are capable of achieving the units and learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners seeking funding should consider that duplication of learning, such as enrolling on a qualification at the same level or with a similar title, may impact funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve all **7 units** from the mandatory units.

Please refer to the list of units in appendix A for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification.

Progression

Learners who achieve this qualification could progress to the following:

- further education:
  - Level 2 Award in Instructing Circuit Training
  - Level 2 Award in Instructing Studio Cycling
  - Level 2 Award in Instructing Kettlebell Training
  - Level 3 Diploma in Personal Training
  - Level 3 Diploma in Sports Massage Therapy
  - Apprenticeship in Personal Training

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Realistic work environment (RWE) requirement/recommendation

This qualification is designed to prepare learners to work and gain employment within a real working environment. As such, there is an expectation that practical activities and all observed assessments are conducted within a real working environment. Where this is not feasible, a realistic work environment (RWE)

must be used. This approach ensures learners develop and demonstrate the knowledge, skills and behaviours required for employment.

It is essential that any RWE accurately reflects current, authentic working environments. This provides assurance that competence demonstrated in an RWE will transfer effectively to real employment.

In establishing and using an RWE, the following factors must be considered:

The work situation being represented is relevant to the competence requirements being assessed:

- the environment must closely resemble the relevant real working setting
- equipment and resources must be current, appropriate to the sector, and fully available for use
- time constraints, access to resources and availability of information must reflect real working conditions

The learner's work activities reflect those found in the work environment being represented, for example:

- practical activities and observed assessments must reflect real work expectations
- interaction with colleagues, clients, customers or service users must mirror professional communication approaches
- tasks must be completed within realistic timescales expected in employment
  learners must demonstrate the ability to manage a realistic workload
- learners must operate professionally, with a clear understanding of their roles and responsibilities
- feedback from colleagues, clients, customers or service users should be obtained, responded to and used to inform practice
- all relevant legislation, regulations, policies and standard operating procedures must be followed at all times

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of 1 component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured (internal quality assurance must still be completed by the centre as usual)

Learners must be successful in this component to gain the Level 2 Certificate in Fitness Coaching.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this document, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

Unit 01 Anatomy and physiology for exercise (K/651/4230)

Assessment			
This qualification is internally assessed and externally quality assured.			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**30 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the skeletal system and the effects of exercise	1.1 Identify the **structures** of the skeletal system
	1.2 Identify the axial and appendicular skeleton
	1.3 Describe the **functions** of the skeleton
	1.4 List the location of the **major bones**
	1.5 Identify the different **types of bone**
	1.6 Identify the **structure of a long bone**
	1.7 Identify the different **types of joints**
	1.8 Identify different **types of synovial joint**
	1.9 Identify the **structure of a synovial joint**
	1.10 Identify the joint actions possible at **different joints**
	1.11 Describe the functions of the spine
	1.12 Identify the **structure of the spine**
	1.13 Identify the three **main curves of the spine** and the normal movements possible
	1.14 Identify **neutral and basic postural deviations**
	1.15 Identify the **factors affecting bone formation**
	1.16 Identify **immediate and long-term effects of exercise on the skeletal system**
	1.17 Identify **changes to the skeletal system** throughout a person's lifespan

Range

1.1 **Structures** must include:

- bone
- cartilage

1.3 **Functions** must include:

- shape
- movement
- protection
- blood cell production
- mineral storage
- attachment

1.4 **Major bones** may include:

- sternum
- phalanges (feet)
- cervical vertebrae
- cranium
- sacrum
- metacarpals
- lumbar vertebrae
- femur
- humerus
- patella
- ulna
- fibula
- coccyx
- phalanges (hands)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:

- metatarsals
- thoracic vertebrae
- scapula
- carpals
- clavicle
- radius
- tibia
- ribs
- tarsals
- pelvis

Learners must cover a minimum of 11 major bones from different areas of the human skeleton.

1.5 **Types of bone** must include:

- long bone
- sesamoid
- irregular bone
- short bone
- flat bone

1.6 Structure **of a long bone** must include:

- diaphysis
- epiphysis
- compact bone
- cancellous bone
- epiphyseal plate
- periosteum
- medullary cavity

1.7 **Types of joints** must include:

- cartilaginous
- synovial
- fibrous

1.8 **Types of synovial joint** must include:

- ball-and-socket
- hinge
- pivot
- saddle
- gliding (plane)
- ellipsoid (condyloid)

1.9 **Structure of a synovial joint** must include:

- articular cartilage
- ligaments
- joint capsule/synovial membrane
- synovial fluid
- joint cavity

1.10 **Different joint actions** may include:

- flexion
- extension
- abduction
- adduction
- rotation

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:

- plantarflexion
- dorsiflexion
- horizontal flexion
- horizontal extension
- circumduction
- elevation
- depression
- protraction
- retraction
- inversion
- eversion
- hyperextension
- lateral flexion
- supination
- pronation

Learners must cover a minimum of eight joint actions across a minimum of six joints.

1.12 **Structure of the spine** must include:

- cervical
- thoracic
- lumbar

May also include:

- sacral
- coccyx

1.13 **Main curves of the spine** must include:

- cervical
- thoracic
- lumbar

1.14 **Neutral and basic postural deviations** must include:

- neutral
- kyphosis
- lordosis

1.15 **Factors affecting bone formation** must include:

- osteoblast
- osteoclast
- osteocyte
- nutrition
- hormones
- physical activity

1.16 **Immediate and long term effects of exercise on the skeletal system** must include:

- increased synovial fluid
- increased blood flow
- increased range of movement
- increased bone density
- increased joint stability
- improved posture

1.17 **Changes to the skeletal system** must include:

- stages of bone growth
- ossification

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
• ageing and bone loss	
2. Understand the neuromuscular system and the effects of exercise	2.1 Identify the **different types of muscle tissue**
	2.2 Identify the basic **structure** of skeletal muscle
	2.3 Identify the **function** of skeletal muscle
	2.4 Identify the location of the **major anterior and posterior muscles**
	2.5 Identify the principles of how fibres and skeletal muscles work
	2.6 Describe different **types of muscle contraction**
	2.7 List the **joint actions brought about by specific muscles**
	2.8 Identify **different types of muscle fibre** and their function
	2.9 Identify the **structure** of the nervous system
	2.10 Outline the **function** of the nervous system
	2.11 Identify the **immediate and long-term effects** of exercise on the neuromuscular system
	2.12 Identify **changes** to the neuromuscular system throughout a **person's lifespan**

Range

2.1 **Different types of muscle tissue** must include:

- cardiac muscle
- smooth muscle
- skeletal muscle

2.2 **Structure**; learners must refer to:

- epimysium
- perimysium
- myofibrils
- sarcomere
- actin and myosin

2.3 **Function** must include:

- contractility
- extensibility
- elasticity
- excitability

2.4 **Major anterior muscles** may include:

- deltoids
- pectoralis major
- biceps brachii
- rectus abdominis
- external obliques
- iliopsoas (hip flexors)
- hip abductors
- hip adductors
- quadriceps
- tibialis anterior

Learners must cover a minimum of six major anterior muscles.

Major posterior muscles must include:

- trapezius
- latissimus dorsi
- triceps brachii
- erector spinae
- gluteus maximus

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:

- hip abductors
- hamstrings
- gastrocnemius
- soleus

Learners must cover a minimum of six major posterior muscles.

2.6 **Types of muscle contraction** must include:

- concentric
- eccentric
- isometric

2.7 **Joint actions brought about by specific muscles** must include:

- a minimum of four common exercises a fitness coach may use across a range of different joints (upper and lower body) and joint actions
- identification of:
  - agonist/prime mover
  - antagonist
  - synergist
  - fixator

2.8 **Different types of muscle fibre** must include**:**

- Type 1 (slow-twitch)
- Type 2a (intermediate)
- Type 2b (fast-twitch)

2.9 **Structure** of the nervous system; learners must refer to:

- central nervous system (CNS)
- peripheral nervous system (PNS)
- brain
- spinal cord

2.10 **Function** of the nervous system; learners must refer to:

- sensation
- integration
- response

2.11 **Effects of exercise on the neuromuscular system** must include:

- strength
- muscle size
- coordination
- motor control

2.12 **Changes** must include:

- muscle strength and size
- coordination and motor control
- muscle tone and stability
- functional movement capability

Person's lifespan must include:

- early years
- pubescent period
- adulthood and later years

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Understand the cardiovascular and respiratory systems and the effects of exercise	3.1 Identify the **structure** and **function** of the heart
	3.2 Identify the function of the **components of blood**
	3.3 Identify the structure and function of **blood vessels**
	3.4 Identify the **passage** of blood through the **heart**
	3.5 Identify the function of the mitochondria
	3.6 Identify the **structure** and function of the lungs
	3.7 Identify the action of the **main muscles** involved in breathing
	3.8 Identify the **passage** of air through the respiratory tract
	3.9 Identify the **process of gaseous exchange** in the lungs and muscles
	3.10 Identify systemic and pulmonary circulation
	3.11 Describe the **link** between the heart, lungs, and the muscles
	3.12 Describe systolic and diastolic blood pressure
	3.13 Identify **blood pressure categories** and the effects of exercise
	3.14 Identify the immediate and long-term effects of exercise on the cardiovascular and respiratory systems
	3.15 Identify changes to the cardiovascular and respiratory systems throughout a person's lifespan

Range

3.1 **Structure** must include:

- right ventricle
- aorta
- left atrium
- atrioventricular valve
- pulmonary artery
- pulmonary vein
- left ventricle
- right atrium
- vena cava

Function must include pumping blood around the body.

3.2 **Components of blood** must include:

- platelets
- white blood cells
- red blood cells
- plasma

3.3 **Blood vessels** must include:

- capillaries
- veins
- arteries

3.4 **Passage;** learners may refer to a minimum of nine from:

- deoxygenated
- right atrium
- pulmonary
- systemic
- left ventricle
- aorta
- pulmonary vein
- oxygenated
- pulmonary artery
- right ventricle
- left atrium
- vena cava

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:

Heart must include the four chambers.

3.6 & 3.8 **Structure and passage;** learners must refer to:

- trachea
- alveoli
- nose and mouth
- pharynx (throat) and larynx (voice box)
- bronchioles
- air from the external environment
- bronchi

3.7 **Main muscles** must include:

- internal intercostals
- external intercostals
- external obliques
- diaphragm

3.9 **Process of gaseous exchange** must cover internal and external respiration.

3.11 **Link**; learners must refer to:

- united function of the cardiorespiratory system
- oxygen delivery for energy and life

3.13 **Blood pressure categories** must include a minimum of four from:

- low
- optimal
- normal
- stage 1 hypertension
- stage 2 hypertension
- severe hypertension

At minimum of **two** categories must come from the hypertension categories.

4. Understand how energy is produced in the body and the effects of exercise on energy production	4.1 Identify how adenosine triphosphate (ATP) is broken down to produce energy for muscle contractions
	4.2 Identify the **three main energy systems** that produce ATP
	4.3 Identify the role of the **nutrients** in the production of energy/adenosine triphosphate
	4.4 Describe how the three energy systems are used during aerobic and anaerobic exercise
	4.5 Identify the **waste products** of the three energy systems and their significance in muscle fatigue
	4.6 Identify the interaction of the energy systems during exercise
	4.7 Identify **factors** that influence the energy system used
	4.8 Identify **key terms** in relation to exercise and energy production

Range

4.2 **Three energy systems** must include:

- lactate system (anaerobic)
- phosphocreatine system (anaerobic)
- aerobic system

4.3 **Nutrients** must include:

- carbohydrates
- fats

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4.5 **Waste products** must include: • lactate • carbon dioxide and water • creatine 4.7 **Factors** must include**:** • intensity • duration • individual fitness levels 4.8 **Key terms** must include: • VO_2 max • oxygen deficit • oxygen debt • steady state	
5. Understand the immune system	5.1 Identify the main **function** of the immune system
	5.2 Identify the roles of the **innate and adaptive immune subsystems**
	5.3 Identify the **physiological regulation** of the immune system, including the role of key variables
	5.4 Describe the impact of exercise on the immune system
Range	
5.1 **Function**; learners must refer to: • defence against infection • identification and destruction of pathogens 5.2 **Innate and adaptive immune subsystems** must include: • skin • macrophages • T-cells • antibodies • natural killer cells • mucous membrane 5.3 **Physiological regulation;** learners must refer to: • sleep • nutrition • micronutrients (vitamin D)	
6. Understand body composition	6.1 Define physical fitness
	6.2 Identify the **basic composition** of the human body
	6.3 Identify factors that affect **body composition**
	6.4 Identify types of **basic body composition measurement**
Range	
6.2 & 6.3 Basic composition must include: • fat mass • body water • protein tissue • minerals **6.4 Basic body composition measurement** must include: • body circumference • body mass index	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
• skinfold measurements • bioelectrical impedance	

Unit 02 Principles of fitness training (L/651/4231)

Assessment			
This qualification is internally assessed and externally quality assured.			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**18 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the components of fitness and the principles of training	1.1 Identify the **components of health-related fitness**
	1.2 Describe the physiological effects of exercise on each component of fitness
	1.3 Describe the **components of skill-related fitness**
	1.4 Identify **factors** that affect health- and skill-related fitness
	1.5 Identify the **principles of training**

Range

1.1 **Components of health-related fitness** must include:

- cardiovascular fitness
- muscular strength
- muscular endurance
- flexibility
- body composition

1.3 **Components of skill-related fitness** must include**:**

- speed
- reaction time
- agility
- balance
- co-ordination
- power

1.4 **Factors** must include:

- biological factors
- lifestyle factors

1.5 **Principles of training** must include**:**

- frequency, intensity, time, type, adherence (FITTA)
- progressive overload
- adaptation
- recovery
- specificity
- reversibility
- session phases
- resources
- scheduling

2. Understand the reasons for and structure of a warm-up	2.1 Explain the reasons for warming up
	2.2 Describe the **physiological changes** that happen in the body during a warm-up
	2.3 Identify **activities** that can be used in a warm-up component
	2.4 Explain the components of a warm-up
	2.5 Explain the importance of specific warm-up structures in relation to the type of chosen activity
	2.6 Describe progression of a warm-up

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
Range	
2.2 Learners must describe **physiological changes** across more than one body system (e.g. cardiovascular, respiratory, muscular, nervous system). 2.3 **Activities** should be appropriate to the main activity and participant needs and include stretching.	
3. Understand cardiovascular training	3.1 Identify the **aerobic-anaerobic continuum**
	3.2 Identify the benefits of cardiovascular training
	3.3 Identify the **physiological and health-related changes** that occur because of cardiovascular training
	3.4 Describe the difference between continuous and interval cardiovascular training, including the benefits of each training type
	3.5 Identify the characteristics of aerobic and anaerobic activities
	3.6 Explain how the **principles of training** apply to cardiovascular fitness
	3.7 Describe factors affecting an individual's ability to achieve a cardiovascular training effect
	3.8 Apply the **structure of the cardiovascular component** of a health- related exercise session
Range	
3.1 **Aerobic-anaerobic continuum;** learners must refer to: • the concept of a continuum • the influence of exercise intensity and duration 3.3 Learners must identify **physiological and health-related changes** across more than one body system (e.g. cardiovascular, respiratory, muscular system). 3.6 **Principles of training** must include: • frequency • intensity • time • type • adherence 3.7 **Factors** must include: • physiological factors • lifestyle factors 3.8 **Structure of the cardiovascular component** must include: • re-warm • peak • warm down	
4. Know how to monitor exercise intensity	4.1 Describe different **ways to monitor exercise intensity**
	4.2 Identify the advantages and disadvantages of different **ways of monitoring exercise intensity**
	4.3 Calculate maximum heart rate estimation and training zones
	4.4 Identify **heart rate training zones**
	4.5 Identify how **heart rate training zones** relate to rate of perceived exertion (RPE) and heart rate monitoring
Range	
4.1 & 4.2 **Ways to monitor exercise intensity** must include**:** • heart rate monitoring • rating of perceived exertion • talk test • observation	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4.4 & 4.5 **Heart rate training zones** must include: • zone 1 - active recovery zone (RPE 5-6) • zone 2 - aerobic training zone (RPE 6-7) • zone 3 - anaerobic training zone (RPE 7.5-9) • zone 4 - high anaerobic 1 training zone (RPE 9-9.5) • zone 5 - high anaerobic 2 training zone (RPE 9.5-10)	
5. Understand muscular strength and endurance training	5.1 Identify the muscular strength and endurance (MSE) continuum
	5.2 Identify the benefits of MSE training in relation to health-related fitness
	5.3 Describe factors affecting an individual's ability to achieve MSE gains
	5.4 Identify the **physiological changes** that occur as a result of MSE training
	5.5 Explain how the **principles of training** apply to MSE training
	5.6 Explain the importance of a whole-body approach to MSE training for health-related fitness
	5.7 Identify a range of activities that will achieve an MSE training effect
Range	
5.4 Learners must identify **physiological changes** across more than one body system (e.g. cardiovascular, muscular, nervous system). 5.5 **Principles of training** must include: • frequency • intensity • time • type • adherence	
6. Understand the reasons for and structure of a cool-down	6.1 Explain the reasons for cooling down
	6.2 Identify activities that can be used within a cool-down component
	6.3 Describe the components of a cool-down
	6.4 Describe the **physiological changes** that happen in the body during a cool-down
	6.5 Explain the importance of specific cool-down structures in relation to the type of chosen activity
Range	
6.4 Learners must describe **physiological changes** across more than one body system (e.g. cardiovascular, muscular system).	
7. Understand flexibility training	7.1 Identify the range of movement continuum
	7.2 Identify the **physiological and health-related changes** that occur because of stretching
	7.3 Identify **different types of stretching**
	7.4 Identify **different methods of stretching**
	7.5 Describe **key terms** in relation to flexibility physiology
	7.6 Explain how the other principles of training apply to flexibility
	7.7 Explain the importance of a whole-body approach to stretching for health-related fitness
	7.8 Identify factors affecting an individual's potential range of movement
	7.9 Describe activities that improve range of movement
Range	
7.2 Learners must identify **physiological and health-related changes** across more than one body system (e.g. cardiovascular, muscular, nervous system). 7.3 **Different types of stretching** must include: • dynamic • static	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
• maintenance • developmental 7.4 **Different methods of stretching** must include: • active • passive • ballistic 7.5 **Key terms** must include: • stretch reflex • desensitization • muscle creep	
8. Understand progression of training	8.1 Describe the **physiological changes** that occur in the body because of changes made to an exercise programme over a period of time
	8.2 Describe the **principles of fitness** that can be used to apply overload
	8.3 Explain the importance of providing an effective dose-response relationship according to the current ability of the individual
Range	
8.1 Learners must describe **physiological changes** across more than one body system (e.g. cardiovascular, muscular system). 8.2 **Principles of fitness** may include: • frequency • intensity • time • type • adherence	

Unit 03 Principles of nutrition and lifestyle (M/651/4232)

Assessment			
This qualification is internally assessed and externally quality assured.			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**10 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand links between physical activity and health	1.1 Describe the relationship between physical fitness, health-related exercise, sports specific exercise and health
	1.2 Describe the cardiovascular-, muscular- and flexibility-related benefits of physical activity and their relation to reducing the risk of disease
	1.3 Describe the appropriate **exercise activity** required for health benefits and fitness benefits as per current reputable global Guidelines on Physical Activity and Sedentary Behaviour
	1.4 Identify the agencies involved in promoting physical activity for health in the UK
Range	
1.3 **Exercise activity** must include: • frequency • duration • intensity	
2. Understand the importance of a healthy lifestyle	2.1 Explain the benefits of a healthy lifestyle
	2.2 Explain the risks of an unhealthy lifestyle
	2.3 Describe **how to promote a healthy lifestyle**
	2.4 Identify sources of evidence-based, **credible health information**
Range	
2.3 **How to promote a healthy lifestyle** may include: • healthy nutrition • active lifestyle • opportunities for physical activity in daily life • discouraging smoking • excessive alcohol intake • relaxation • stress management • posture 2.4 **Credible health information** should be: • produced by a recognised organisation, professional body, or government agency • based on scientific research • aligns with current national or international guidelines • up to date	
3. Understand basic nutrition and hydration	3.1 Identify common dietary sources of the **key nutrients**
	3.2 Describe the role of **key macronutrients** as fuels for aerobic and anaerobic metabolism
	3.3 Identify the number of kilocalories in one gram of carbohydrate, fat, protein and alcohol
	3.4 Describe the principle of the balance of energy input (energy intake) and energy output (energy expenditure)
	3.5 Explain the importance of maintaining proper hydration before, during and after exercise
Range	
3.1 **Key nutrients** must include: • carbohydrates	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
• proteins • fats • vitamins • minerals • dietary fibre 3.2 **Key macronutrients** must include**:** • carbohydrates • fats • proteins	
4. Understand the importance of healthy eating	4.1 Describe the key healthy eating advice that underpins a healthy diet
	4.2 Describe the food guidelines according to official UK information/agencies
	4.3 Explain the energy balance equation and how this relates to healthy weight management
	4.4 Define the **key terms** in relation to body composition
	4.5 Describe the health implications of variations in body fat distribution patterns and the significance of waist-to-hip ratio
	4.6 Explain the relationship between body composition and health, including the effects of diet plus exercise and diet alone as methods for modifying body composition
	4.7 Explain myths and consequences associated with inappropriate weight loss methods
Range	
4.4 **Key terms** must include: • obesity • overweight • percentage of body fat • lean body mass • body fat distribution	
5. Understand basic stress management techniques	5.1 Define eustress and distress
	5.2 Explain the implications of distress on health and wellbeing
	5.3 Describe possible **relaxation techniques**
	5.4 Identify the symptoms of anxiety and depression that may necessitate referral to a medical or mental health professional
Range	
5.3 **Possible relaxation techniques** must include: • Mindfulness-based activities • Breathing exercises	
6. Understand basic behaviour change and habit formation	6.1 Identify the basic **principles** of behaviour change
	6.2 Identify the basic **principles** of habit formation
	6.3 Apply the basic principles of behaviour change
	6.4 Apply the basic principles of habit formation
Range	
6.1 **Principles** of behaviour change must include: • self-awareness • motivation for change • goal setting 6.2 **Principles** of habit formation must include: • repetition • consistency	

Unit 04 Health and safety in a fitness environment (R/651/4233)

Assessment			
This qualification is internally assessed and externally quality assured.			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**9 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand hazards and risks in a fitness environment	1.1 Describe the differences between a 'hazard' and a 'risk'
	1.2 Identify the **common hazards** that may occur in a fitness environment
	1.3 Apply the **five steps of risk assessment**
	1.4 Describe how to deal with **common hazards** and manage risk in a fitness environment
	1.5 Identify the requirements of Reporting of Injuries and Dangerous Occurrence Regulations (RIDDOR) and how it relates to employers and employees
	1.6 Identify the types of incidents that would require reporting as per the RIDDOR requirements

Range

1.2 A minimum of four **common hazards** must be identified.

1.3 **Five steps of risk assessment** must include:

1. identify the hazard
2. decide who may be harmed and how
3. evaluate the risk and decide on precautions
4. record findings and implement controls
5. review and update the assessment

1.4 A minimum of four **common hazards** from 1.2 must be assessed.

2. Understand normal and emergency operating procedures in the workplace	2.1 Identify the importance of having **written systems of work**
	2.2 Describe the **key areas** that should be included in a normal operating procedure
	2.3 Describe the **key areas** that should be included in an emergency action plan
	2.4 Identify the **information needed** to respond appropriately to a medical emergency

Range

2.1 **Written systems of work** must include:

- normal operating procedures (NOPs)
- emergency action plans (EAPs)
- risk assessments

2.2 **Key areas** in a normal operating procedure may include:

- opening and closing procedures
- equipment checks
- cleaning and hygiene
- member supervision/safety
- health and safety compliance
- incident reporting
- staff responsibilities/roles

Learners should describe a minimum of six key areas.

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2.3 **Key areas** in an emergency action plan may include: • emergency contact details • roles and responsibilities of staff • evacuation procedures • medical emergency response • equipment or facility hazards • communication procedures • incident reporting /documentation Learners should describe a minimum of six key areas. 2.4 Learners should identify a minimum of six pieces of **information needed** to respond appropriately to a medical emergency.	
3. Understand how to maintain a safe and effective fitness environment	3.1 Identify **information** to be provided to key staff members and how to record this information
	3.2 Describe the **checks required** to maintain the operational safety of the fitness environment and equipment
	3.3 Identify how to **supervise a gym environment** to ensure member safety
Range	
3.1 Learners should identify a minimum of five pieces of **information** to be provided to key staff members. 3.2 **Checks required** may include: • electronic displays are clear • buttons are working • power cables are hidden/secured • pins are intact • machines are stable • upholstery is in good order • nuts and bolts are tight Learners should describe a minimum of seven checks required. 3.3 Learners should identify a minimum of three ways to **supervise a gym environment** to ensure member safety.	
4. Understand the cleaning requirements in fitness environments	4.1 Identify **how a fitness facility maintains standards of cleanliness**
	4.2 List a **range of cleaning substances and equipment** used in a fitness environment
	4.3 Identify the **types of personal protective equipment** that are necessary for cleaning operations in a fitness environment
	4.4 Describe how to maintain the safety of customers and other staff when carrying out cleaning operations
	4.5 Identify how to show courtesy and consideration to customers when carrying out cleaning operations
	4.6 Describe the procedures for the disposal of waste from cleaning operations
	4.7 Identify the importance of the safe storage and maintenance of cleaning equipment
	4.8 Identify how to deal with spillages, breakages and waste in a fitness environment
Range	
4.1 **How a fitness facility maintains standards of cleanliness** must include how cleaning activities are planned and prioritised in line with organisational cleaning schedules and standards. 4.2 Learners must list a minimum of five **cleaning substances and equipment**. 4.3 Learners must identify a minimum of three **types of personal protective equipment.**	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Understand safe working practices relating to the Control of Substances Hazardous to Health (COSHH) regulations	5.1 Identify the **types of substance** commonly used in a fitness facility that would be covered by COSHH
	5.2 List the risks associated with hazardous substances
	5.3 Identify the **requirements of employers and employees**, as stated in the COSHH regulations
	5.4 List the **types of information** provided in COSHH assessments
	5.5 Describe why COSHH assessments are important

Range

5.1 Learners must identify a minimum of five **types of substance** commonly used in a fitness facility that would be covered by COSHH**.**

5.3 Learners must identify a minimum of five **requirements of employers and employees,** as stated in the COSHH regulations.

5.4
Learners must list a minimum of six **types of information** provided in COSHH assessments.

Unit 05 Professionalism and customer care (T/651/4234)

Assessment			
This qualification is internally assessed and externally quality assured.			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**10 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the legal and professional requirements for fitness coaching	1.1 Describe the **legal responsibilities and accountabilities** when dealing with the public
	1.2 Identify the **insurance and self-employment requirements** when working as a fitness coach
	1.3 Identify the absolute Duty of Care fitness coaches must be aware of in their working environment
	1.4 Define the **scope of practice** of a fitness coach
	1.5 Describe the **relevant UK standards and guidelines**
	1.6 Identify how equality, diversity and inclusion **principles** apply within a fitness environment

Range

1.1 Legal responsibilities and accountabilities must include:

- duty of care
- health and safety responsibilities
- safeguarding and appropriate behaviour
- professional accountability (following policies, procedures, and codes of conduct)

1.2 Insurance and self-employment requirements must include:

- business records
- self-assessment return
- income tax

1.4 Scope of practice must include:

- role boundaries
- referral to appropriate professionals

1.5 Relevant UK standards and guidelines must include:

- ethical practice
- competence
- confidentiality
- safety

1.6 **Principles** must include:

- inclusive practice
- adjustments (i.e. adaptations)

2. Understand how a fitness coach can help customers to have a positive exercise experience	2.1 Describe the basic principles of customer service
	2.2 Describe the importance of being service oriented
	2.3 Identify the **differing needs** of fitness facility customers
	2.4 Identify **ways** that a coach can help customers have a positive exercise experience

Range

2.3 **Differing needs** must include:

- age
- experience and confidence levels
- health status or physical ability
- motivations for participation

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
• local customer population characteristics 2.4 **Ways**: must include providing information about the services and activities available within the facility.	
3. Understand the skills and behaviours needed to deliver effective customer care	3.1 Identify the common characteristics of people/individuals who provide excellent customer care
	3.2 Identify the features of personal presentation that will make a positive impression on customers
	3.3 Describe the attitudes and behaviours required when dealing with customers
	3.4 Identify how to carry out routine customer care tasks in a way that shows consideration for customers
	3.5 Identify ways that a coach can positively influence customer retention
	3.6 Identify ways that a coach can build a rapport with customers
	3.7 Identify the importance of the coach making themselves available and approachable to users
	3.8 Identify examples of when it is appropriate to take the initiative in approaching customers
	3.9 Describe the facilitator role of the professional regarding the adaptation process for each individual, especially at the beginning of the training process
4. Understand the value of first impressions	4.1 Explain the importance of making a positive first impression on customers
	4.2 Describe ways of creating a positive first impression when communicating with customers
5. Understand how to communicate clearly and effectively with customers	5.1 Identify different methods of communication, to include verbal and non-verbal methods
	5.2 Identify positive body language
	5.3 Identify negative body language
	5.4 Describe different methods of effective and efficient communication in a **range of situations**
	5.5 Identify the communication approaches that will make a positive impression on customers
	5.6 Explain why a consistent positive attitude and approach to customers is vital to an organisation
Range	
5.4 **Range of situations** must refer to: • routine situations • challenging situations	
6. Understand how to be polite and approachable with customers	6.1 Identify appropriate ways to meet and greet customers politely and confidently
	6.2 Explain why it is important to respond to customers within an appropriate timescale
	6.3 Identify how to acknowledge customers appropriately during busy periods
	6.4 Identify how to demonstrate enthusiasm and a helpful attitude when working with customers

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
7. Understand how to interact with customers in different situations	7.1 Identify the personal qualities required to deal with customer problems
	7.2 Describe how to communicate with dissatisfied customers
	7.3 Describe the skills required to deal with potentially volatile or unpleasant situations
	7.4 Identify responses and actions that may make problems worse
	7.5 Describe how to adapt their communication style, attitude and response to meet individual customer needs
	7.6 Describe how to manage customers' expectations when circumstances prevent the delivery of agreed services
	7.7 Identify when customer issues require escalation and how to refer them appropriately
	7.8 Describe **how to communicate** with exercise customers using online tools
	7.9 Identify the benefits and risks of using social media platforms for fitness coaches
Range	
7.8 **How to communicate** must refer to: • professional online communication • maintaining appropriate boundaries	

Unit 06 Conducting client consultations (Y/651/4235)

Assessment			
This qualification is internally assessed and externally quality assured.			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**13 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Know how to consult and support clients to change exercise behaviour and gain motivation	1.1 Identify **methods** used to screen clients, gather relevant information, and obtain informed consent for exercise participation
	1.2 Explain the **importance of gathering information** prior to the start of the session in relation to the participant and their needs
	1.3 Identify commonly used **risk-stratification** tools for assessing client readiness for exercise
	1.4 Identify **absolute contraindications** to exercise
	1.5 Describe the barriers and motivators to changing exercise behaviour
	1.6 Explain **how to learn** individual reasons or motives behind people's exercise goals
	1.7 Outline **strategies** for overcoming barriers and building client motivation
	1.8 Define extrinsic and intrinsic reinforcement
	1.9 Explain how to use communication and interview skills to support clients at different stages of changing exercise behaviour
	1.10 Describe **different approaches** to supporting clients in changing their exercise behaviour
	1.11 Describe the stages of change of the Prochaska and Di Clemente Trans-theoretical model and use basic motivational strategies for different stages
	1.12 Explain the importance of a good communication strategy regarding the training adaptation process

Range

1.1 Methods must include:

- health screening
- information gathering
- informed consent

1.2 Importance of gathering information; learners must refer to:

- reasons for screening
- the advantages and disadvantages of verbal and written screening
- the purpose of the PAR-Q and informed consent as a health and safety requirement
- participant expectations and motivation
- levels of previous exercise participation and current level of ability

1.3 Risk-stratification; learners must refer to how the tools can be used to indicate that a client is at low, medium or high risk of an adverse event occurring during exercise/propensity for risk.

1.4 Absolute contraindications must consider:

- medical history
- current symptoms
- key cardiovascular risk factors

1.6 How to learn must include:

- questioning techniques
- active listening

1.7 Strategies must include providing information to a range of activities/services/classes across the facility available to clients.

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1.10 Different approaches must include: • directive approaches • client-centred approaches • use of positive reinforcement	
2. Know how to develop client-based goals	2.1 Explain how specific, measurable, achievable, relevant and time-bound (SMART) goals can be used to support clients to change their exercise behaviour
	2.2 Differentiate between **goals** for adherence and performance
	2.3 Identify safe and realistic timeframes for the achievement of client physical goals
	2.4 Identify ways to **monitor and review client progress**
	2.5 Identify the methods for recording and storing client information
	2.6 Identify professionals who can support the client when their needs go beyond the scope of practice
	2.7 Identify when to refer or signpost a client to other professionals
Range	
2.2 Goals; learners must refer to: • process • outcome • lifestyle • physical activity **2.4 Monitor and review client progress;** learners must include the importance of building-in re-assessments.	
3. Understand how technology can be used to support exercise adherence	3.1 Identify technologies that can be used to support exercise adherence
	3.2 Identify ways that technology can be used to motivate clients and help them achieve their goals
	3.3 Explain how to deliver a fitness session using basic online tools
4. Know the established protocols for health screening and fitness assessment of gym-based clients	4.1 List the **health-screening measurements** that are relevant to gym-based clients
	4.2 Describe the **established protocols** for health-screening measurements that are relevant to gym-based clients
	4.3 Describe the established protocols for fitness assessments that are relevant to gym-based clients
Range	
4.1 Health-screening measurements must include: • resting heart rate • blood pressure • height and weight • BMI • waist-to-hip ratio • waist circumference • sub-maximal cardio-respiratory fitness and muscular strength 4.2 Established **protocols** must include: • contraindications • correct procedures when administering the assessments • limitations for testing	
5. Be able to carry out health-screening and assessments	5.1 Use suitable tools (PAR-Q /risk stratification) to accurately determine if the client is within scope of practice
	5.2 Select health screening assessments that are suitable and relevant for the client, their needs, wants and goals

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	5.3 Follow the established protocols to safely, effectively and accurately carry out the health screening assessments
	5.4 Record and store all information and results appropriately with confidentiality and data protection requirements met
6. Be able to demonstrate effective communication and customer care skills	6.1 Prepare a positive and professional consultation environment that encourages open communication
	6.2 Present politely and positively to the client throughout consultation
	6.3 Communicate clearly with the client and put them at ease
	6.4 Explain the role of the fitness coach in the client's exercise journey
	6.5 Use open questions to encourage the client to respond with detailed answers
	6.6 Use follow-up questions to encourage the client to elaborate on a response
	6.7 Provide the appropriate advice and guidance for the client in response to the information gathered
	6.8 Use appropriate non-verbal communication and active listening techniques to develop a rapport with the client
7. Be able to effectively gather information and action plan	7.1 Check client readiness to exercise
	7.2 Identify client barriers to exercise and identify appropriate strategies to address them
	7.3 **Identify client goals, needs, wants and motivators**
	7.4 Design basic SMART goals that address client needs, wants and motivators
	7.5 Identify the appropriate review points to monitor client progress
Range	
7.3 **Identify client goals, needs, wants and motivators;** learners must interpret information gathered during consultations to identify client goals, needs, wants and motivators.	

Unit 07 Planning and delivering fitness sessions (A/651/4236)

Assessment			
This qualification is internally assessed and externally quality assured.			
Mandatory	Achieved/not yet achieved	Level 2	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to provide safe and effective exercise	1.1 Explain how **variables** relate to safe exercise
	1.2 Identify parameters/guidelines that can be applied to ensure safe and effective movements when considering each of the variables in 1.1
	1.3 Identify ways to reduce the risks associated with unsafe exercise
	1.4 Explain the importance of being a role model in relation to exercise performance and technique

Range

1.1 **Variables relating to safe exercise** must include consideration of:

- individual fitness levels
- posture and skeletal alignment
- range of motion
- movement control
- intensity
- previous injury

Other variables may include:

- body type
- timing
- form
- temperature
- exercise history

2. Know how to plan a safe and effective progressive gym-based exercise session	2.1 Describe a safe and effective session structure
	2.2 Identify safe and effective exercises and equipment for inclusion in a gym-based session
	2.3 Describe the signs and symptoms of over-exertion and the potential acute negative effects of exercise
	2.4 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different client needs
	2.5 Explain the relevance of physiological changes occurring in the body and how to progress exercises over a period of time
	2.6 Describe the **progressive changes** that can be made to a gym-based exercise session and the **principles of training** that could be applied

Range

2.6 Progressive changes may include:

- frequency
- intensity
- time
- type
- adherence

Principles of training must include:

- specificity
- overload
- progression
- recovery and adaptation
- reversibility

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Be able to safely and effectively coach a range of exercise modes	3.1 Plan safe and effective **exercises**
	3.2 Use correct technique when **instructing**, ensuring equipment and environment are used safely
	3.3 Use an appropriate teaching sequence
	3.4 Explain modifications, adaptations or alternatives to progress and regress specific exercises
	3.5 Use an appropriate teaching position to enable the observation and correction of client technique
	3.6 Provide clear, timely and accurate instruction to improve a client's performance, motivate and encourage independence
	3.7 Monitor exercise intensity using the appropriate methods
	3.8 Adapt the exercise appropriately for the client when necessary (as applicable)
	3.9 Instruct safe and effective lifting, passing and spotting techniques that are appropriate
	3.10 Gather feedback from the clients to check understanding of their performance

Range

3.1 Plan safe and effective exercises; learners must plan a minimum of:

- three cardiovascular main component exercise modes from the cardiovascular machine list
- three resistance machine-based exercise modes from the resistance-based list
- three standing free weight-based exercise modes from the standing free-weight list
- three seated free weight-based exercise modes from the seated free-weight list
- two body weight-based exercise modes from the body weight list

Plan safe and effective exercises; learners must coach a minimum of:

- one cardiovascular main component exercise mode from the planned cardiovascular exercises
- one resistance machine-based exercise mode from the planned resistance machine exercises
- one standing free weight exercise mode from the planned standing free weight exercises
- one seated free weight exercise mode from the planned seated free weight exercises (including spotting)
- one body weight exercise mode from the planned body weight exercises

Selected from the lists below:

- cardiovascular machine:
  - treadmill
  - rower
  - stepper
  - upright bike
  - recumbent bike
  - elliptic trainer
  - cross trainer

- resistance machine lifts:
  - leg press
  - leg extension
  - leg curl
  - seated or standing calf raise
  - bench press
  - pec dec
  - pullover
  - shoulder press
  - lateral raise
  - upright row
  - seated row

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
○ lateral pulldown ○ biceps curl ○ triceps pushdown ○ hip extension ○ seated abductor ○ seated adductor • standing free weights: ○ dead lift ○ upright row ○ front raise ○ bicep curl ○ lateral raise ○ back squat ○ forward lunge ○ shoulder press ○ triceps extension • seated free weights: ○ bench press (flat/incline) ○ lying supine tricep extension ○ single arm row ○ bent arm pullover ○ dumbbell flyes ○ dumbbell chest press ○ dumbbell prone flyes or prone row • body weight: ○ press up ○ pull up or chin up ○ abdominal curl or crunch ○ back extension **3.2 Instructing;** learners must use a logical teaching sequence (such as NASTY, NAMSET etc.)	
4. Be able to plan and adapt small group exercise session to maintain safety and effectiveness	4.1 Plan a safe and effective exercise session for a small group in the gym environment.
	4.2 Identify the types of **hazards** that can occur during a group session in a gym environment and how to minimise the risks
	4.3 Identify how to adapt and modify exercises to accommodate participants.
	4.4 Identify the **skills** necessary to effectively deliver and monitor a small group session in a gym environment.
Range	
4.2 Hazards must include consideration of: • the facility and environment • equipment use and condition • clients and participant numbers • client behaviour • security arrangements • hygiene and cleanliness **4.4 Skills** required to deliver and monitor small group sessions must include: • demonstrations and coaching technique • communication • motivation • prioritisation	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
• observation and positioning • gaining feedback	
5. Be able to plan a gym session	5.1 Design a 45–60-minute gym programme that would meet the current ability of the individual client
	5.2 **Design a gym programme** that would meet the goals of the individual client
	5.3 Select safe and effective exercises and equipment for the warm-up component
	5.4 Select safe and effective exercises and equipment for the main component
	5.5 Select safe and effective exercises and equipment for the cool-down component
	5.6 Select exercises that are functional for the client and their abilities
	5.7 Record the gym programme in an appropriate format to assist the client's understanding
	5.8 Identify key teaching/coaching points for selected cardiovascular (CV) exercise(s)
	5.9 Identify key teaching/coaching points for selected resistance or functional exercise(s)
	5.10 Identify suitable exercise progressions, regressions and alternatives for selected cardiovascular (CV) exercise(s)
	5.11 Identify suitable exercise progressions, regressions and alternatives for selected resistance or functional exercise(s)
	5.12 Identify how to suitably modify a gym programme over time
Range	
5.2 **Gym programme design** must demonstrate links to relevant anatomy and physiology. Learners must demonstrate how anatomy and physiology have informed exercise selection and programme structure.	
6. Be able to prepare for and start a gym programme	6.1 Prepare the environment and check the equipment for the session to ensure that the safety of the client is maintained
	6.2 Verbally screen the client to check readiness to participate
	6.3 Explain the health and safety considerations to the client
	6.4 Explain the physical and technical demands of the planned exercises and components
7. Be able to deliver a gym programme	7.1 Use correct technique when instructing, ensuring equipment and environment are used safely
	7.2 Use an appropriate teaching sequence
	7.3 Explain modifications, adaptations or alternatives to progress and regress specific exercises
	7.4 Use an appropriate teaching position to enable the observation and correction of client technique
	7.5 Provide clear, timely and accurate instruction to improve the client's performance, motivate and encourage independence
	7.6 Monitor exercise intensity using appropriate methods
	7.7 Adapt the exercises appropriately for the client when necessary
	7.8 Instruct appropriate, safe and effective lifting, passing and spotting techniques
	7.9 Gather feedback from the clients to check understanding of their performance
	7.10 Establish and maintain an effective working relationship with the client
	7.11 Manage the timings of the gym programme effectively
8. Be able to gain feedback and end a gym programme	8.1 Gather feedback from the client
	8.2 Provide constructive feedback to the client summarising performance and progress

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	8.3 Respond accurately and appropriately to client questions
	8.4 Check that the environment and equipment is left in good order
9. Be able to evaluate own practice	9.1 Give examples of client feedback used to review and evaluate their own practice
	9.2 Describe ways in which the gym programme structure, selected exercises and the equipment used were safe and effective for meeting the client's needs
	9.3 Describe ways to improve the gym programme content to meet the client's needs
	9.4 Describe ways to improve the use of exercise and equipment to meet the client's needs
	9.5 Describe ways in which instructional and communication skills were effective for meeting the client's needs
	9.6 Describe ways in which instructional and communication skills could be improved to meet the client's needs
	9.7 Identify strengths, weaknesses, opportunities and threats (SWOT) relating to fitness coach practice
	9.8 Set goals for personal and professional development

Assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Section 3: explanation of terms

This table explains how the terms used at level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break down the subject into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Create	Make or produce an artefact as required.
Demonstrate	Show an understanding by describing or applying knowledge in a practical context.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.

Draw conclusions	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes that might be outside the norm.
Identify	Select, recognise and name the main points accurately.
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Test	Complete a series of checks utilising a set procedure.

Section 4: support

Support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	K/651/4230	Anatomy and physiology for exercise	2	30
Unit 02	L/651/4231	Principles of fitness training	2	18
Unit 03	M/651/4232	Principles of nutrition and lifestyle	2	10
Unit 04	R/651/4233	Health and safety in a fitness environment	2	9
Unit 05	T/651/4234	Professionalism and customer care	2	10
Unit 06	Y/651/4235	Conducting client consultations	2	13
Unit 07	A/651/4236	Planning and delivering fitness sessions	2	20