



Learner
Achievement
Portfolio

Level 3 Diploma in Personal Training for Health, Fitness and Performance – Mandatory Group

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Planning and instructing gym-based exercise – J/507/1218

Worksheet – Planning safe and effective gym-based exercise

There are 87 marks available in this worksheet. You must score a minimum of 70 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. How would you gather the following information from clients before they can take part in a gym-based session and how would you use this information?

Type of information	Method of gathering information	How the information would be used
Current medical status		
Posture type		
Previous exercise experience		
Level of motivation		
Time available		
Current fitness level		

Blood pressure		
Body mass index		

16 marks (minimum 13 marks)

2. What is informed consent and why is it important to gain this from a client?

--

2 marks (minimum 1 mark)

3. Describe one barrier and one motivator for a client changing their exercise behaviour from each of the listed categories (social, psychological and physical).

Social	Barrier	
	Motivator	
Psychological	Barrier	
	Motivator	
Physical	Barrier	
	Motivator	

6 marks (minimum 4 marks)

4. Describe three strategies for helping clients to identify ways to overcome their barriers and build their motivation.

3 marks (minimum 2 marks)

5. How would you use and modify your communication and interview skills to support clients at different stages of changing exercise behaviour?

Stage	How to use and modify communication
Inactive client who doesn't really like exercise but is attending because their partner has told them they should lose weight.	
Client who has missed three sessions and thinks they are wasting their time because they are not seeing any results.	
Client who has been training for six months and would like to train for a competition or event.	

6 marks (minimum 4 marks)

6. How would you use the following approaches to support clients in changing their exercise behaviour?

Approach	How this could be used to support clients to change their exercise behaviour
SMART goal-setting	
Rewards	
Motivational interviewing	

3 marks (minimum 2 marks)

7. What is the difference between a process goal and an outcome goal? Give an example of each type using the SMART goal-setting formula.

Type of goal	Definition	Example
Process goal		
Outcome goal		

4 marks (minimum 3 marks)

8. Outline safe and realistic timeframes for a client planning to achieve the following physical goals:

Weight loss	
Muscle gain	

4 marks (minimum 3 marks)

9. How would you record and store client information to ensure it meets the necessary requirements for data protection and confidentiality?

2 marks (minimum 1 mark)

10. What would be a suitable process for signposting a client to a medical professional and when would this be needed?

2 marks (minimum 1 mark)

11. List two gym maintenance schedules that need to be checked daily.

2 marks (minimum 1 mark)

12. List four pieces of handover information you would need to provide for other team members before the start of their shift.

4 marks (minimum 3 marks)

13. How would you record handover information at the end of a shift?

2 marks (minimum 1 mark)

14. List four appropriate checks for maintaining the health and safety and cleanliness of the gym environment and equipment.

4 marks (minimum 3 marks)

15. State three ways you would supervise the gym environment to ensure member safety.

3 marks (minimum 2 marks)

16. Give three examples of exercise advice, guidance and support that you might be required to provide for clients on the gym floor.

3 marks (minimum 2 marks)

17. How would you maintain positive relationships with members and other staff?

--

2 marks (minimum 1 mark)

18. Give three examples of information you would need to book a client induction.

3 marks (minimum 2 marks)

19. Describe two appropriate types of exercise for improving the components of fitness listed.

Component	Type of exercise	Type of exercise
Cardiovascular fitness		
Muscular fitness		
Flexibility		
Motor skills		

8 marks (minimum 6 marks)

20. State one advantage and one disadvantage of each of the following methods of monitoring exercise intensity.

Method	Advantage	Disadvantage
Heart rate monitoring		
RPE (6-20) scale		
Talk test		
Observation, e.g. skin colour changes		

8 marks (minimum 6 marks)

Result total /87 marks (70 marks in total, with the minimum set marks achieved for each question required to pass)

Pass / Refer

Assessor's feedback:

Planning and instructing gym-based exercise – J/507/1218

Group induction

Learner guidance

During the course you will need to induct a small group of clients into the gym. In preparation for this, you will be required to complete the following steps to plan and prepare appropriately:

Step one

Write an induction session plan that includes:

- A warm-up and preparatory stretch.
- Three cardiovascular (CV) machines (the CV machines can be included in the warm-up, main session or cool-down).
- Four resistance machines (including at least one exercise that uses a cable machine).
- Four free weights, including a minimum of:
 - One exercise to be spotted.
 - One exercise that includes a dead lift.
- Three bodyweight exercises.
- A cool-down and stretch, including a minimum of:
 - One maintenance stretch.
 - One developmental stretch.

The induction session plan must detail the following for each exercise:

- Exercise name.
- Muscle(s) worked.
- Timings.
- Intensity.
- Reps and sets.

The exercises selected for this group induction session must come from the lists in appendix 1, although you are also encouraged to practise inducting and using other pieces of equipment (when available).

Step two

Expand the detail for one exercise in each planned component to create a teaching plan that includes:

- Teaching points.
- Alternatives.
- Adaptations for:
 - 14-16 age range.
 - Older adults.
 - Pre and postnatal clients.
 - Disabled clients.

Step three

Your assessor will observe you inducting your group of clients in how to perform each of the planned exercises.

Group induction planning mark scheme

Did the learner write a session plan that included:	Possible marks	Actual marks
An appropriate warm-up and preparatory stretches?	1 (minimum 1 mark)	
An appropriate CV component?	1 (minimum 1 mark)	
An appropriate resistance component?	1 (minimum 1 mark)	
An appropriate cool-down and stretch component?	1 (minimum 1 mark)	
Three different CV machines selected from appendix 1?	3 (minimum 3 marks)	
Four different resistance machines (including at least one cable machine) selected from appendix 1?	4 (minimum 4 marks)	
Three different bodyweight exercises selected from appendix 1?	3 (minimum 3 marks)	
A minimum of one maintenance and one developmental stretch?	2 (minimum 2 marks)	
Did the learner:	Possible marks	Actual marks
Create a teaching plan for a preparatory stretch exercise?	1 (minimum 1 mark)	
Create a teaching plan for a CV exercise?	1 (minimum 1 mark)	
Create a teaching plan for a free weight exercise?	1 (minimum 1 mark)	
Create a teaching plan for a bodyweight exercise?	1 (minimum 1 mark)	
Create a teaching plan for a cool-down stretch exercise?	1 (minimum 1 mark)	
Include appropriate teaching points for each exercise?	5 (minimum 4 marks)	
Include appropriate alternatives for each exercise?	5 (minimum 4 marks)	
Adapt each exercise appropriately for the 14-16 age range?	5 (minimum 4 marks)	
Adapt each exercise appropriately for older adults?	5 (minimum 4 marks)	
Adapt each exercise appropriately for pre and postnatal clients?	5 (minimum 4 marks)	
Adapt each exercise appropriately for disabled clients?	5 (minimum 4 marks)	
Result / 51 (45 marks in total, with the minimum set marks achieved for each question required to pass)		
Pass / Refer		

Assessor's feedback:

Modular summative observation reassessment checklist – Group induction

Key: Competent mark a tick (✓) Not competent mark a cross (X) Competent with a comment mark a bullet point (•) Question mark a Q

Starting the induction (A):													
The learner has:												✓/X	
Date:													
1.	Welcomed the clients appropriately.												
2.	Explained all the necessary health and safety information and gym etiquette to the clients.												
3.	Carried out verbal screening, giving appropriate advice to the clients based on the information gathered.												
4.	Outlined the purpose and structure of the induction.												
5.	Presented a positive image of themselves and the organisation to the clients.												
6.	Described the purpose and benefits of a warm-up and preparatory stretches to the clients.												
7.	Described and instructed appropriate warm-up exercises to a small group of clients.												
Delivering the induction (B):													
The learner has:													
Cardiovascular machines			Resistance machines				Free weight lifts			Body weight exercises			
CV 1	CV 2	CV 3	RM 1	RM 2	RM 3	RM 4	FW 1	FW 2	FW 3	FW 4	BW 1	BW 2	BW 3
✓/X	✓/X	✓/X	✓/X	✓/X	✓/X	✓/X	✓/X	✓/X	✓/X	✓/X	✓/X	✓/X	✓/X
Date(s) and exercises/machines:													
1.	Described the purpose and benefits of each component and exercise.												
2.	Demonstrated correct technique and safe use of equipment and exercises.												
3.	Used an appropriate teaching sequence for the induction.												
4.	Provided clear and accurate explanations of each exercise.												
5.	Instructed safe and effective exercises which meet the clients' needs, goals and abilities.												
6.	Communicated with clients clearly and accurately, providing feedback and instructing points which are timely, clear and motivational.												
7.	Explained modifications, adaptations and alternatives for progressing and regressing specific exercises where necessary.												
8.	Explained to clients how they can monitor their own exercise intensity.												
9.	Provided and reinforced key teaching points to improve performance and encourage client independence.												
10.	Used an appropriate teaching position to enable observation and correction of clients' technique.												
11.	Gained feedback from the clients to check their understanding of their performance.												
12.	Demonstrated safe and effective lifting and passing techniques that are appropriate for each exercise.												
13.	Selected the correct speed for exercises.												
Ending the induction (C):													
The learner has:												✓/X	
1.	Described the purpose and benefits of a cool-down and stretches to the clients.												
2.	Described and instructed appropriate cool-down exercises to a small group of clients.												
3.	Gained feedback from the clients as to how effective the motivational and instructional styles were.												
4.	Checked that the environment and equipment were left in good order.												
Result (Delete as appropriate):													
Competent												Not competent	

Assessor's feedback and questions

Performance criteria	

Planning and instructing gym-based exercise – J/507/1218

Individual client session planning and instruction

Learner guidance

Select a client to work with for the duration of this assessment. Follow the steps to:

- Take your client through an appropriate consultation.
- Prepare an appropriate session plan that meets the needs of the individual client.
- Instruct the planned session, explaining, adapting and modifying appropriately so that the client can complete the session safely and effectively on their own in future.
- Evaluate the effectiveness of the session and your own instructional skills.

Step one

Your assessor will observe you consulting your client for 15-30 minutes to gather appropriate health, medical and lifestyle information. The information gathered will be used to plan the exercise session. During the consultation, you will need to:

- Use appropriate methods, techniques and communication skills to greet the client, build rapport and gather information.
- Complete the appropriate health, medical and lifestyle screening questionnaires.
- Ask open questions and use active listening skills to gather relevant information from the client.
- Check the client's readiness to exercise.
- Identify the client's goals.
- Identify the client's barriers to exercise.
- Record client information appropriately and with regard to confidentiality requirements.
- Provide appropriate advice and guidance in response to client information.
- Write and agree SMART process goals to meet the client's needs.
- Plan an appropriate review date to check the client's adherence and progress.

Step two

Prepare for your exercise session with your client by:

- Designing a 45-60 minute session plan for your client using a safe and effective session structure. Take all the information gathered during the consultation into account to ensure that the planned session will suit the client's needs, goals and ability. The session plan needs to include:
 - A suitable warm-up and preparatory stretch component.
 - A suitable CV component.
 - A suitable muscular fitness/resistance training component.
 - A suitable cool-down and stretch component.
 - Planned adaptations and modifications to regress, progress and accommodate client needs.
- Performing a risk assessment of the planned exercises, equipment and environment to ensure the session is safe and effective. The risk assessment will need to identify and manage all the risks and hazards that could affect the client's safety during the session.

You can choose from the equipment and exercises shown in appendix 1 or from the other suitable equipment/activities available in your gym.

Step three

Your assessor will observe you instructing your planned session.

Step four

Using a combination of your own self-reflections and feedback collected from your client during the instruction of the planned session, complete the session self-evaluation included in this LAP.

Summative observation reassessment checklist – Client consultation

Key: Competent mark a tick (✓) Not competent mark a cross (X) Competent with a comment mark a bullet point (·) Question mark a Q

Date:		
The learner has:		✓/X
1.	Politely introduced themselves to the client and initiated conversation.	
2.	Used appropriate verbal and non-verbal communication to develop rapport with the client.	
3.	Used appropriate screening tools and communication skills to gather information.	
4.	Provided appropriate advice and guidance in response to the health screening questionnaire.	
5.	Used open questions to encourage the client to respond with detailed answers.	
6.	Used active listening techniques to develop rapport with the client.	
7.	Used follow-up questions to encourage the client to elaborate on a response.	
8.	Checked the client's readiness to exercise.	
9.	Identified the client's barriers to exercise (real and perceived).	
10.	Identified the client's goals (short-, medium- and long-term goals).	
11.	Agreed and recorded process goals to express the client's needs and aims using the SMART formula.	
12.	Recorded client information appropriately and with regard to confidentiality requirements.	
13.	Planned an appropriate review date to check the client's adherence and progress.	
Result (Delete as appropriate):	Competent	Not competent
Performance criteria	Assessor's feedback and questions	

Session planning mark scheme

Did the learner:	Possible marks	Actual marks
Identify risks and hazards in the gym environment?	5 (minimum 4 marks)	
Identify how to manage these risks and promote safety in the gym environment?	5 (minimum 4 marks)	
Design a 45-60 minute session plan that meets the needs, goals and ability of the individual client?	1 (minimum 1 mark)	
Use a safe and effective session structure?	1 (minimum 1 mark)	
Select safe and effective exercises and equipment for the warm-up component?	1 (minimum 1 mark)	
Select safe and effective exercises and equipment for the CV component?	1 (minimum 1 mark)	
Select safe and effective exercises and equipment for the muscular fitness/resistance component?	1 (minimum 1 mark)	
Select safe and effective exercises and equipment for the cool-down component?	1 (minimum 1 mark)	
Describe how they would adapt and modify exercises and equipment to regress, progress and accommodate client needs where necessary?	6 (minimum 4 marks)	
Record the session plan in an appropriate format to help the client's understanding?	1 (minimum 1 mark)	
Result / 23 (19 marks in total, with the minimum set marks achieved for each section required to pass)		
Pass / Refer		
Assessor's feedback:		

Summative observed session reassessment checklist

Key: Competent mark a tick (✓) Not competent mark a cross (X) Competent with a comment mark a bullet point (•) Question mark a Q

Date:		Warm-up	CV	Resistance	Cool-down
Starting the session (A):					
The learner has:					
1.	Prepared the environment and checked equipment for the session.	✓/X	✓/X	✓/X	✓/X
2.	Welcomed the client appropriately.				
3.	Verbally screened the client to check their readiness to participate.				
4.	Provided appropriate advice and guidance for the client in response to the information gathered.				
5.	Explained appropriate health and safety considerations to the client.				
6.	Explained the physical and technical demands of the planned exercises and components.				
Delivering the exercise session (B):					
The learner has:					
1.	Demonstrated correct exercise technique and safe use of equipment.				
2.	Provided clear and accurate explanations of exercise benefits to the client.				
3.	Instructed safe and effective exercises which meet the client's needs, goals and ability.				
4.	Communicated clearly and accurately, providing feedback and instructing points which are timely, clear and motivational.				
5.	Used effective verbal and non-verbal communication to ensure the client understands what is required.				
6.	Observed the client's performance to monitor exercise safety.				
7.	Used an appropriate teaching position to enable observation and correction of the client.				
8.	Provided and reinforced teaching points to enhance client performance.				
9.	Adapted the exercise appropriately for the client where necessary.				
10.	Given appropriate alternatives to the client where necessary.				
11.	Monitored exercise intensity using appropriate methods for the component and client.				
12.	Gained feedback from the client to check their understanding of their performance.				
13.	Selected the correct speed for exercises.				
14.	Used safe and effective lifting and passing techniques appropriate to each exercise.	N/A	N/A		N/A
15.	Established and maintained an effective working relationship with the client.				
16.	Managed the timings of the session effectively.				
Ending the session (C):					
The learner has:					
1.	Gathered feedback from the client.				
2.	Provided constructive feedback for the client to summarise their performance and progress.				
3.	Responded accurately and appropriately to client questions.				
4.	Checked that the environment and equipment were left in good order.				
Result (Delete as appropriate):		Competent		Not competent	

Assessor's feedback and questions

Performance criteria	

Planning and instructing gym-based exercise – J/507/1218

Session self-evaluation

There are 21 marks available. You must score a minimum of 17 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. How did you gather feedback from your client to review and evaluate your practice? Consider when you gathered this information and the communication skills you used, e.g. listening, observation and asking questions.

3 marks (minimum 2 marks)

2. Give two examples of feedback provided by the client that you will use to review and evaluate your practice.

2 marks (minimum 1 mark)

3. Describe four ways in which your session structure, selected exercises and the equipment you used were safe and effective for meeting your client's needs.

4 marks (minimum 3 marks)

4. Describe two ways you will improve session content to meet your client's needs.

2 marks (minimum 1 mark)

5. Describe two ways you will improve your choices of exercise and equipment to meet your client's needs.

2 marks (minimum 1 mark)

6. Describe two ways in which your instructional skills were effective for meeting the client's needs.

2 marks (minimum 1 mark)

7. Describe two ways in which your instructional skills could be improved to meet the client's needs.

2 marks (minimum 1 mark)

8. Describe two ways in which your communication was effective for meeting the client's needs.

2 marks (minimum 1 mark)

9. Describe two ways in which you could improve your communication skills to meet the client's needs.

2 marks (minimum 1 mark)

Result total /**21 marks** (17 marks in total, with the minimum set marks achieved for each question required to pass)

Pass / Refer

Assessor's feedback:

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Appendix 1 – Equipment and exercise list

Cardiovascular equipment	<ul style="list-style-type: none"> • Upright cycle. • Recumbent cycle. • Treadmill. • Stepper. • Rowing machine. • Cross trainer or any variation. 		
Joint/movement	Resistance machine	Free weight	Body weight
Shoulder flexion	Seated chest press (neutral grip)	Front raise (DB)	Press-up
Shoulder extension	Seated row (low pulley) Seated row (neutral grip)	Single-arm row Bent-arm pullover (DB)	
Shoulder abduction	Shoulder press	Shoulder press (DB) Lateral raise (DB) Upright row (BB)	
Shoulder adduction	Lat pull-down (in front of the chest) Assisted pull-up		Chins
Shoulder horizontal flexion	Bench press Seated chest press (BB grip) Pec dec	Bench press Flyes (DB)	Press-up
Shoulder horizontal extension	Seated row (BB grip)	Prone flye (DB)	
Elbow extension	Triceps push-down (high pulley) Triceps press	Supine triceps press (BB) Single-arm triceps press (DB)	Press-up
Elbow flexion	Biceps curl (low pulley) Seated biceps curl	Biceps curl (BB) (DB)	
Hip extension	Leg press Total hip	Lunge (BB, DB optional) Dead lift (BB) (DB)	Lunge
Hip adduction	Seated adductor Total hip		
Hip abduction	Seated abductor Total hip		
Knee extension	Seated knee extension Leg press	Lunge Dead lift (BB) (DB) Squat (DB) (BB)	Lunge Squat
Knee flexion	Lying thigh curl Seated thigh curl		
Trunk flexion	Abdominal machine		Abdominal curl
Spinal extension	Lower back machine	Dead lift (BB) (DB)	Back raise

Health and safety in a physical activity, fitness and sport environment – J/508/9396

Worksheet – Health and safety in a physical activity, fitness and sport environment

There are 76 marks available in this worksheet. You must score a minimum of 61 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. Why is health and safety important in a physical activity, fitness and sport environment?

2 marks (minimum 1 mark)

2. Which legal requirements for health and safety apply to a physical activity, fitness and sport environment? Consider facilities, services and equipment in your answer.

3 marks (minimum 2 marks)

3. Name two recognised/validated sources of guidance on health and safety that apply to physical activity, fitness and sport environments.

2 marks (minimum 1 mark)

4. Describe the following key policies and procedures that are essential in a physical activity, fitness and sport environment for maintaining health and safety of customers and staff.

Health and safety policy statement
Normal Operating Procedures (NOPs)
Emergency Action Plans (EAPs)

9 marks (minimum 7 marks)

5. Outline four responsibilities of an employer regarding health and safety in the workplace.

4 marks (minimum 3 marks)

6. Outline four responsibilities of an employee regarding health and safety in the workplace.

4 marks (minimum 3 marks)

7. Explain the term 'duty of care' relating to the health and safety of yourself, other staff, customers/clients and special population groups.

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4 marks (minimum 3 marks)

8. What are the four aims of the Health and Safety at Work etc. Act 1974?

4 marks (minimum 3 marks)

9. What are the two general duties of employers for health and safety in the workplace as stated by the Health and Safety at Work etc. Act 1974?

2 marks (minimum 1 mark)

10. What may be the consequences if employers do not comply with relevant health and safety legislation?

--

2 marks (minimum 1 mark)

11. Define the following terms.

Hazard
Risk

2 marks (minimum 2 marks)

12. How can levels of risk be determined in a physical activity, fitness and sport environment?

--

3 marks (minimum 2 marks)

13. Describe the five steps of risk assessment.

1	
2	
3	
4	
5	

10 marks (minimum 8 marks)

14. Define the following terms.

Accident
Incident
Emergency

3 marks (minimum 3 marks)

15. Why is it important to follow emergency procedures calmly and correctly?

--

2 marks (minimum 2 marks)

16. Describe two incidents and two emergencies that may occur in a physical activity, fitness and sport environment. Outline their potential causes.

Emergency	Potential cause
Incident	Potential cause

8 marks (minimum 6 marks)

17. Describe the responsibilities of a duty manager and the ambulance service during (and after) an emergency.

Role during and after an emergency	
Duty manager	
Ambulance service	

4 marks (minimum 3 marks)

18. How would you maintain the safety of people involved in incidents or emergencies?

Complete the table below using a fire as an example emergency.

Children	
Older people	
Disabled people	

3 marks (minimum 2 marks)

19. Why should all emergencies be reported and recorded?

--

2 marks (minimum 1 mark)

20. Summarise the reporting and recording procedures that must be followed in the event of an incident or emergency?

3 marks (minimum 2 marks)

Result total /76 marks (61 marks in total, with the minimum set marks achieved for each question required to pass)

Pass / Refer

Assessor's feedback:

Health and safety in a physical activity, fitness and sport environment – J/508/9396

Worksheet sample answers – Security and welfare in a physical activity, fitness and sport environment

There are 24 marks available in this worksheet. You must score a minimum of 20 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. Describe two types of security procedures that you would find in a physical activity, fitness and sport environment.

--

2 marks (minimum 1 mark)

2. Describe two potential security problems in a physical activity, fitness and sport environment and explain how they could be addressed or resolved.

Potential security problem	Resolution

4 marks (minimum 3 marks)

3. Describe how a manager should respond to the following security problems in a physical activity, fitness and sport environment.

Security problem	Manager's response
Customers have had their cars broken into. The car park has no lighting and no CCTV and this means that customers who are parking their cars are at risk.	
Customers have to leave their coats/boots and larger items in the changing rooms as the lockers provided in the centre are very small. Some customers have had items stolen.	

4 marks (minimum 3 marks)

4. Define the following:

	Definition
Children	
Vulnerable adult	
Safeguarding	

3 marks (minimum 3 marks)

5. Give two examples of how children and vulnerable adults may be at risk in a physical activity, fitness and sport environment and how these risks can be avoided.

Risk	How to avoid

4 marks (minimum 3 marks)

6. Outline two procedures that should be in place to safeguard children and vulnerable adults in a physical activity, fitness and sport environment.

2 marks (minimum 1 mark)

7. Describe one responsibility and one limitation of a fitness professional with regard to safeguarding children and vulnerable adults.

Responsibility
Limitation

2 marks (minimum 2 marks)

8. Explain a manager's responsibilities for safeguarding of children and vulnerable adults in a physical activity, fitness and sport environment.

3 marks (minimum 2 marks)

Result total /24 marks (20 marks in total, with the minimum set marks achieved for each question required to pass)

Pass / Refer

Assessor's feedback:

Health and safety in a physical activity, fitness and sport environment – J/508/9396

Risk assessment for a physical activity, fitness and sport environment

You will need access to a real physical activity, fitness and sport environment to enable you to carry out a risk assessment.

You will need permission from the manager to carry out this task.

The risk assessment can be carried out in any physical activity, fitness and sport environment. Please discuss your chosen environment with your tutor/assessor.

You need to identify the potential hazards in a physical activity, fitness and sport environment that may lead to an incident or emergency, relating to:

- The environment.
- Equipment.
- Working practices, including lifting and handling of equipment.
- Behaviour.
- Security.
- Hazardous substances.
- Hygiene.

The learner will need to:

- Complete a risk assessment on the potential hazards identified in a physical activity, fitness and sport environment.
- Analyse the risk assessment to design and implement appropriate risk minimisation strategies.
- Evaluate evidence of recent health and safety incidents/emergencies to improve normal operating procedures and emergency action plans.

Workplace/environment:

Date of risk assessment:

Working environment		
What are the hazards?	Who might be harmed and how?	What could be done to prevent/minimise this hazard?
6 marks (minimum 5 marks)		
Equipment		
What are the hazards?	Who might be harmed and how?	What could be done to prevent/minimise this hazard?
6 marks (minimum 5 marks)		

Working practices (including lifting and handling of equipment)		
What are the hazards?	Who might be harmed and how?	What could be done to prevent/minimise this hazard?
6 marks (minimum 5 marks)		
Behaviour		
What are the hazards?	Who might be harmed and how?	What could be done to prevent/minimise this hazard?
6 marks (minimum 5 marks)		

Hazardous substance		
What are the hazards?	Who might be harmed and how?	What could be done to prevent/minimise this hazard?
6 marks (minimum 5 marks)		
Security		
What are the hazards?	Who might be harmed and how?	What could be done to prevent/minimise this hazard?
6 marks (minimum 5 marks)		

Hygiene		
What are the hazards?	Who might be harmed and how?	What could be done to prevent/minimise this hazard?

6 marks (minimum 5 marks)

Detail below any recent health and safety incidents/emergencies within your chosen physical activity, fitness and sport environment.

3 marks (minimum 2 marks)

How could you use the evidence of the above incidents/emergencies to improve the normal operating procedures and emergency action plans for the physical activity, fitness and sport environment?

3 marks (minimum 2 marks)

Result total **/48 marks** (39 marks in total, with the minimum set marks achieved for each question required to pass)

Pass/Refer

Assessor's feedback:

Conducting consultations with personal training clients – R/507/1206

Assignment – Food diary analysis

There are 23 marks available in this assignment. You must score a minimum of 19 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each section to achieve an overall pass.

You will need to produce a written assignment using the following guidance in preparation for the consultation:

- Provide a copy of a food diary template to your selected client.
- Explain to your client how to complete the food diary.
- Obtain the completed food diary from your client, check that it has been completed in sufficient detail and ask additional clarification questions if required.
- Review your client's food diary and identify eating behaviours to stop, start and continue. You need to identify three things the client currently does that are unhealthy, three things that they currently don't do that would improve their health, and three healthy things that they currently do that they should continue.
- Design an educational activity for use in the consultation to illustrate how one of your client's eating habits is getting in the way of success and explain how changing this one thing could benefit your client.
- Identify three potential barriers to change that your client may face and suggest two ways that you can help your client identify their own solutions.
- Explain the benefits of regularly completing a food diary to your client.

Please include a copy of your assignment within this portfolio.

This assignment should be submitted, assessed and passed before you progress to the next stage of assessment: the modular summative observation.

Assignment mark scheme – Food diary analysis

Did the learner:	Possible marks	Actual marks
Provide a copy of the food diary completed by the client?	1 (minimum 1 mark)	
Identify three eating/drinking behaviours that if continued would help the client to achieve their goal?	3 (minimum 2 marks)	
Identify three eating/drinking behaviours that if stopped would help the client to achieve their goal?	3 (minimum 2 marks)	
Identify three eating/drinking behaviours that if started would help the client to achieve their goal?	3 (minimum 2 marks)	
Describe an educational activity or demonstration that could be used in the consultation to illustrate to the client the impact of one of their unhelpful eating/drinking behaviours?	2 (minimum 1 mark)	
Explain the benefits the client could expect to see in relation to their goal by changing one unhelpful eating/drinking behaviour?	2 (minimum 1 mark)	
Identify three potential challenges the client may experience in changing their eating/drinking habits specific to observations of their food diary?	3 (minimum 2 marks)	
Describe two techniques they could use to help the client become aware of their barriers to changing specific eating/drinking habits?	2 (minimum 1 mark)	
Describe two techniques they could use to help the client identify their own solutions to barriers to eating behaviour change?	2 (minimum 1 mark)	
Describe how they would explain the benefits of completing a food diary on a regular basis to the client?	2 (minimum 1 mark)	
Total /23 marks (19 marks in total, with the minimum set marks achieved for each section required to pass)		
Pass / Refer		
Assessor's feedback:		

Modular summative observation checklist

Key: Competent mark a tick (✓) Not competent mark a cross (X) Competent with a comment mark a bullet point (-) Question mark a Q			
Opening the session (A):			✓/X
The learner has:			
1. Politely introduced themselves to the client and initiated conversation.			
2. Used open questions to encourage the client to respond with detailed answers.			
3. Used active listening techniques to develop rapport with the client.			
4. Used appropriate non-verbal communication to develop rapport with the client.			
5. Used follow-up questions to encourage the client to elaborate on a response.			
6. Used simple and complex reflective statements effectively.			
7. Encouraged the client to discuss their health and fitness concerns, beliefs and aspirations.			
8. Focussed the conversation on topics relevant to the client's personal health and fitness aspirations.			
9. Helped the client to identify at least one specific lifestyle behaviour that they have reason to change in order to achieve their health and fitness aspirations.			
10. Highlighted the importance of changing complementary lifestyle behaviours for achieving health and fitness aspirations.			
Section A result (Delete as appropriate):	Competent	Not competent	Date
Health screening, client information and data collecting (B):			✓/X
The learner has:			
1. Implemented a process of informed consent prior to recording the client's personal information or data.			
2. Used a validated health screening questionnaire correctly.			
3. Explained the outcome of the health screening questionnaire to the client and signposted the client to a medical or healthcare professional if necessary.			
4. Collected and recorded relevant personal, physical activity, nutritional and lifestyle information from the client.			
5. Obtained permission to provide information to the client that may be beneficial to them.			
6. Provided information that is relevant to the client's current lifestyle and health and fitness aspirations in a format that matches the client's needs.			
7. Emphasised the credibility of the information provided and its value to the client.			
8. Recorded the key information collected from verbal discussions accurately without detracting noticeably from the conversation.			
9. Taken relevant resting measurements at the client's discretion to inform programme planning and enable evaluation.			
10. Performed appropriate fitness assessments at the client's discretion to inform programme planning and enable evaluation.			
Section B result (Delete as appropriate):	Competent	Not competent	Date

Lifestyle behaviour discussion (C):			✓/X
The learner has:			
1. Determined the client's level of readiness to change a specified lifestyle behaviour.			
2. Reinforced the client's awareness of the need to make the specified lifestyle behaviour change(s) in order to achieve a stated aspiration.			
3. Used techniques to help the client develop an understanding of the discrepancy between their current lifestyle behaviours and their stated health and fitness aspiration.			
4. Demonstrated empathy when discussing lifestyle behaviours with the client.			
5. Taken opportunities to offer affirmations, encouragement or sincere praise to the client.			
6. Positively reinforced the client's healthy behaviour change aspirations.			
7. Explained the relevant benefits of making healthy lifestyle choices to the client.			
Section C result (Delete as appropriate):	Competent	Not competent	Date
Goal-setting process (D):			✓/X
The learner has:			
1. Determined the client's readiness to set physical activity and lifestyle goals during the consultation and introduced this at an appropriate time.			
2. Explained the process of goal setting and action planning to the client.			
3. Helped the client set SMART lifestyle behaviour change goals relevant to their health and fitness aspiration(s).			
4. Helped the client set a mixture of outcome and process goals with appropriate timeframes based on guidelines for a realistic rate of physiological adaptation.			
5. Helped the client identify personal barriers to making the lifestyle changes required to achieve the stated SMART goals.			
6. Used techniques to help the client identify possible ways to overcome barriers to lifestyle change.			
7. Signposted clients to relevant products or services that may increase their capability or opportunity to implement their SMART goals for lifestyle change.			
Section D result (Delete as appropriate):	Competent	Not competent	Date
Closing the session (E):			✓/X
The learner has:			
1. Scheduled a programme review date with the client for an appropriate date in the future.			
2. Explained the benefit of repeating measurements at reviews to highlight areas of progress and those that require greater attention.			
3. Explained the anticipated progress that can be expected for key measurements at the review.			
4. Explained the benefits of reviewing progress against SMART goals at regular intervals.			
5. Checked that the client is happy with the action plan that has been agreed.			
6. Agreed a communication strategy to provide support between face-to-face personal training sessions.			
7. Confirmed a date and time for the next personal training session.			
Section E result (Delete as appropriate):	Competent	Not competent	Date
Final result (Delete as appropriate):	Competent	Not competent	Date

Assessor's feedback and questions

Performance criteria	
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Conducting consultations with personal training clients – R/507/1206

Worksheet – Reflective practice

There are 50 marks available in this worksheet. You must score a minimum of 40 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. What communication skills did you use to collect information from the client?

1 mark (minimum 1 mark)

2. How do you think the professional relationship you established with your client during the consultation will influence their success in achieving their stated goals?

1 mark (minimum 1 mark)

3. What communication style did you adopt with this client? How do you think this may have affected their motivation and commitment to make a lifestyle change?

2 marks (minimum 2 marks)

4. What approach did you use to initiate conversation with the client? How else could you have done this?

2 marks (minimum 2 marks)

5. Identify one example of an open question you used during the consultation and explain the reason you asked this question.

2 marks (minimum 2 marks)

6. Identify one closed question you used during this consultation and explain the reason you asked this question.

2 marks (minimum 2 marks)

7. Identify two examples of non-verbal communication you used during the consultation: one that enhanced rapport and one that may have had a negative impact on it.

2 marks (minimum 1 mark)

8. Describe an example of when you used active listening effectively during the consultation. What made you realise this was working well?

2 marks (minimum 1 mark)

9. Describe an example of an affirming statement you offered the client during the consultation. What effect did this have?

2 marks (minimum 1 mark)

10. Describe an example of a simple reflection you used during the consultation. What effect did this have?

2 marks (minimum 1 mark)

11. Describe an example of a complex reflection you made during this consultation. How did the client respond to this?

2 marks (minimum 1 mark)

12. Give an example of when you used a summary during this consultation. What was your reason for doing this?

2 marks (minimum 1 mark)

13. What did you do to demonstrate empathy with the client during the consultation?

2 marks (minimum 1 mark)

14. What technique(s) did you use to help the client develop an understanding of the discrepancy between their current behaviour and desired outcomes? How did this affect their attitude towards making the lifestyle behaviour change that was being explored?

2 marks (minimum 1 mark)

15. How did you determine the client's level of readiness to make the lifestyle change under discussion?

2 marks (minimum 1 mark)

16. In the consultation you set SMART goals with the client. How does the cyclical process of goal-setting support a client when they're making changes to lifestyle behaviours over time?

3 marks (minimum 2 marks)

17. Identify one thing the client learned during the consultation. What influence do you think this will have on their likelihood of making a change to their lifestyle behaviour?

2 marks (minimum 2 marks)

18. How do you think signposting can help clients to make and sustain lifestyle changes?

2 marks (minimum 1 mark)

19. Explain how you would signpost a client to a medical or healthcare professional if necessary.

2 marks (minimum 1 mark)

20. On reflection, what three specific things that you did worked well during the consultation?

3 marks (minimum 2 marks)

21. On reflection, what one thing could you have done differently to make the consultation more effective?

2 marks (minimum 1 mark)

22. What actions will you take to improve your personal practice as a result of completing this consultation and reflection?

2 marks (minimum 1 mark)

23. Describe the COM-B model of behaviour change and the roles of each component (capability, opportunity and motivation) in determining whether a change in behaviour is likely to occur.

4 marks (minimum 3 marks)

24. What impact will a client's social environment have on their likelihood of making and sustaining a change to a lifestyle behaviour?

2 marks (minimum 1 mark)

Result total /50 marks (40 marks in total, with the minimum set marks achieved for each question required to pass)

Pass / Refer

Assessor's feedback:

Programme design and delivery for personal training – Y/507/1207

Learner guidance

The assessment for this unit is comprised of six stages:

- Modular summative observation – Health and fitness measurements.
- Modular summative observation – Training techniques.
- Case study – Programme and session design.
- Summative observed session – Personal training.
- Session self-evaluation.
- Professional discussion or worksheet – Programme design and delivery for personal training.

Modular summative observation – Health and fitness measurements

During the course, your assessor will observe you conducting three health and fitness testing measurements from the following list. To ensure you are appropriately prepared for your summative observation, you will need to select and plan your measurements before your assessment.

Measurements of one of the following:

- Weight.
- Height.
- Waist circumference.
- Body composition.
- Static standing postural assessment.
- Resting heart rate.
- Resting blood pressure (BP) using an automatic BP monitor.

Two validated testing protocols for any of the following:

- Cardiovascular fitness.
- Repetition maximum.
- Bodyweight exercise muscle endurance.
- Static range of motion (ROM).
- Movement.

Please include a copy of your plan within this portfolio.

Modular summative observation – Training techniques

During the course, your assessor will observe you conducting a selection of the following training protocols. To ensure you are appropriately prepared for your summative observation, you will need to plan the detail of each training technique prior to assessment.

- Two cardiovascular training techniques, one example each of:
 - Interval training.
 - Fartlek training.

- Four different resistance training techniques from the following list:
 - Pyramid sets.
 - Supersets.
 - Pre-/post-exhaust.
 - Tri-sets.
 - Giant sets.
 - Forced repetitions.
 - Negative/eccentric training.
 - Muscular strength and endurance.
- Three flexibility training techniques, one example each of:
 - Partner stretch (maintenance or developmental).
 - Contract-Relax PNF stretch.
 - Contract-Relax-Agonist-Contract PNF stretch.

Please include a copy of your plan within this portfolio.

Case study – Programme and session design

During the course, you will need to:

- Design a 12-week personal training programme overview, to include:
 - Analysis of previously collected health and fitness data to correctly risk-stratify the client.
 - A client profile summarising the pertinent information used to design the programme.
 - Three four-week-long phases of training (mesocycles) or other periodised structure appropriate to the client's goals.
 - Details of FITT for each weekly microcycle that demonstrate progression within mesocycles and over the 12 weeks.
 - Application of the principles of periodised programme design.
- To accompany the programme overview, you will also need to produce three detailed session plans, one from each phase of training, to include:
 - Exercises specific to the client's stated goal(s) and suited to their ability and phase of the programme.
 - Environments and activities that reflect the client's identified preferences.
 - Appropriate warm-up and cool-down components relevant to the main session.

Please include a copy of your case study within this portfolio.

Summative observed session – Personal training

Your assessor will observe you instructing one of your planned sessions prepared for the case study. Following your observed personal training session, you will be required to complete a session and self-evaluation.

Professional discussion or worksheet – Programme design and delivery for personal training

You will either have a professional discussion with your assessor or will be asked to complete a worksheet to demonstrate your understanding of the underpinning knowledge of programme design and the ability to apply the principles of programming to different clients and situations.

Programme design and delivery for personal training – Y/507/1207

Modular summative observation checklist – Health and fitness measurements

Key: Competent mark a tick (✓) Not competent mark a cross (X) Competent with a comment mark a bullet point (·) Question mark a Q		Resting measurement ✓/X	Active test 1 ✓/X	Active test 2 ✓/X
Date:				
Health and fitness measurement overview:				
The learner has:				
1. Explained the protocol to the client correctly.				
2. Followed the protocol accurately.				
3. Read and recorded the correct result.				
4. Maintained rapport with the client throughout the test procedure.				
5. Interpreted the result correctly.				
6. Provided feedback to the client in a sensitive, non-judgemental manner.				
Result (Delete as appropriate):		Competent		
Performance criteria		Assessor's feedback and questions		

Programme design and delivery for personal training – Y/507/1207

Modular summative observation checklist – Training techniques

Key: Competent mark a tick (✓) Not competent mark a cross (X) Competent with a comment mark a bullet point (•) Question mark a Q							
Cardiovascular training techniques (A): The learner has:		Interval	RT1	RT2	RT3	RT4	Fartlek
Date:							
1. Guided the client to select an appropriate mode of exercise for the technique.							
2. Chosen an appropriate interval workload, recovery workload and work-to-recovery timings for the client's goals, needs and ability.							
3. Explained the protocol to the client correctly.							
4. Followed the protocol accurately, responding to client feedback and own observations.							
5. Monitored intensity accurately using a suitable method(s) and modified exercise variables to achieve target workloads.							
6. Provided correction, feedback and encouragement to the client, where necessary, to maintain safe and effective exercise technique.							
7. Provided feedback to the client on their performance and recorded session data in an appropriate format.							
Resistance training (RT) techniques (B): The learner has:			RT1	RT2	RT3	RT4	
Date:			✓/X	✓/X	✓/X	✓/X	✓/X
1. Chosen a suitable training technique, specific exercise(s) and workload(s) for the client's goals, needs and abilities.							
2. Explained the protocol to the client correctly.							
3. Followed the protocol accurately using suitable exercises and equipment for the technique.							
4. Provided correction, feedback and encouragement to the client, where necessary, to maintain safe and effective exercise technique.							
5. Provided safe spotting and support, where necessary, during the technique.							
6. Provided feedback to the client on their performance and recorded session data in an appropriate format.							
7. Left the environment in a suitable condition for future use.							
Flexibility techniques (C): The learner has:				Partner	CR	CRAC	
Date:				✓/X	✓/X	✓/X	✓/X
1. Selected an appropriate muscle group and stretch position for applying the technique.							
2. Explained the stretching protocol and benefits correctly to the client.							
3. Applied the stretching protocol correctly.							
4. Observed the client and adapted their technique to ensure good body alignment and stretching of the target muscle group(s).							
5. Maintained rapport with the client throughout the stretching protocol.							
6. Requested feedback from the client to ensure the stretch was sensed in the target area and was not causing discomfort or pain.							
7. Maintained appropriate body positioning and technique to ensure an effective stretch without unnecessary physical contact with the client.							
Result (Delete as appropriate):			Competent				Not competent

Assessor's feedback and questions

<p>Performance criteria</p>	
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Programme design and delivery for personal training – Y/507/1207

Case study – Programme and session design

There are 36 marks available in this case study. You must score a minimum of 30 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each section to achieve an overall pass.

Case study mark scheme

Did the learner:	Possible marks	Actual marks
Use previously collected data and information to perform calculations and risk-stratify the client correctly?	2 (minimum 2 marks)	
Complete the client profile and summarise the previously collected client information in a way that helps to inform programme design?	6 (minimum 4 marks)	
Design an exercise programme overview for mesocycle one that accounts for the client's individual needs and preferences?	4 (minimum 3 marks)	
Design an exercise programme overview for mesocycle two that accounts for the client's individual needs and preferences?	4 (minimum 3 marks)	
Design an exercise programme overview for mesocycle three that accounts for the client's individual needs and preferences?	4 (minimum 3 marks)	
Design three session plans that include exercises which are specific to the client's stated goals and individual needs?	3 (minimum 3 marks)	
Plan an appropriate exercise session for mesocycle one?	1 (minimum 1 mark)	
Plan an appropriate exercise session for mesocycle two?	1 (minimum 1 mark)	
Plan an appropriate exercise session for mesocycle three?	1 (minimum 1 mark)	
Design session plans that reflect the client's preferred training environment(s)?	3 (minimum 2 marks)	
Design each session plan with adequate warm-up activities for minimising the risk of injury and optimising performance?	3 (minimum 3 marks)	
Design each session plan with adequate cool-down activities for minimising the risk of injury and aiding recovery?	3 (minimum 3 marks)	
Design a progressive exercise programme that applies the principles of periodisation?	1 (minimum 1 mark)	

Results total **/36 marks** (30 marks in total, with the minimum set marks achieved for each section required to pass)

Assessor's feedback:

Programme design and delivery for personal training – Y/507/1207

Summative observed session checklist – Personal training

Key: Competent mark a tick (✓) Not competent mark a cross (X) Competent with a comment mark a bullet point (·) Question mark a Q		
Date:		
Starting the session (A):		✓/X
The learner has:		
1. Assessed the client's readiness to participate in the planned session.		
2. Explained the content and structure of the planned session in relation to the client's goals and ability.		
3. Encouraged the client to ask questions and provide feedback to enable the session plan to be modified.		
4. Outlined key health and safety information specific to the session environment and planned exercises.		
Delivering the exercise session (B):		✓/X
The learner has:		
1. Instructed the client to perform exercises with correct technique and postural alignment.		
2. Used appropriate verbal, visual and kinaesthetic cues to correct the client's exercise technique and improve movement quality.		
3. Positively reinforced correct exercise technique to build client self-efficacy.		
4. Observed the client's movement accurately and provided effective guidance to improve exercise technique and postural alignment.		
5. Provided modifications for exercise techniques to enable the client to perform all movements safely and effectively.		
6. Monitored the client's performance, responses and feedback to exercise relative to the intensity.		
7. Adapted exercise complexity and intensity in response to monitoring observations to ensure safety and effectiveness.		
8. Monitored the exercise environment to ensure client safety and comfort.		
9. Kept accurate records of exercise performance during the session to enable progress to be tracked over time.		
10. Adapted the planned session content in response to client progress and feedback, and recorded changes accurately.		
11. Used appropriate strategies to motivate the client during the session.		
12. Applied motivational techniques to enhance client motivation and commitment to adhere to planned lifestyle changes between sessions.		
13. Encouraged the client to adhere to planned lifestyle behaviour changes.		
Reviewing the exercise session (C):		✓/X
The learner has:		
1. Provided motivational feedback on client performance and progress towards goals at the end of the session.		
2. Requested feedback from the client about their satisfaction with the session, programme and overall personal training service.		
3. Requested feedback from the client about specific ways in which the delivery of the personal training sessions could be improved.		
Result (Delete as appropriate):	Competent	Not competent

Assessor's feedback and questions

<p>Performance criteria</p>	
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Programme design and delivery for personal training – Y/507/1207

Worksheet – Session self-evaluation

There are 21 marks available. You must score a minimum of 17 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. How did you gather feedback from your client to review and evaluate practice? Consider when you gathered this information and the communication skills used, e.g. listening, observation and asking questions.

3 marks (minimum 2 marks)

2. Give an example of two pieces of feedback provided by the client that you will use to review and evaluate your practice.

2 marks (minimum 1 mark)

3. Describe four ways in which your session structure, selected exercises and equipment used were safe and effective for meeting client needs.

4 marks (minimum 3 marks)

4. Describe two ways you will improve session content to meet your client's needs.

2 marks (minimum 1 mark)

5. Describe two ways you will improve the exercise and equipment used to meet your client's needs.

2 marks (minimum 1 mark)

6. Describe two ways in which your instructional skills were effective for meeting the client's needs.

2 marks (minimum 1 mark)

7. Describe two ways in which your instructional skills could be improved to meet the client's needs.

2 marks (minimum 1 mark)

8. Describe two ways in which your communication was effective for meeting the client's needs.

2 marks (minimum 1 mark)

9. Describe two ways in which you could improve your communication skills to meet the client's needs.

2 marks (minimum 1 mark)

Result total /21 marks (17 marks in total, with the minimum set marks achieved for each question required to pass)

Pass / Refer

Assessor's feedback:

Programme design and delivery for personal training – Y/507/1207

Professional discussion – Programme design and delivery for personal training

Please complete either the worksheet or the professional discussion.

Record of professional discussion

Agenda	Learning outcome/ assessment criteria	Tape/digital counter
1. Know how to collect and interpret health screening and fitness assessment data (the following assessment criteria must be discussed: 1.1, 1.2, 1.4)	Learning outcome 1	

2. Understand the principles of safe and effective personal training programme design (the following assessment criteria must be discussed: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8)	Learning outcome 2	Tape/digital counter

Programme design and delivery for personal training – Y/507/1207

Worksheet – Programme design and delivery for personal training

1. List three additional resting measurements that can be performed with clients to inform programme design that you did not use with your case study client.

3 marks (minimum 2 marks)

2. Describe the protocols that you followed to collect the resting measurements from your case study client.

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3 marks (minimum 2 marks)

3. Describe the fitness testing protocols that you followed to collect the measurements of each component of fitness from your case study client.

CV fitness:

Muscular fitness:

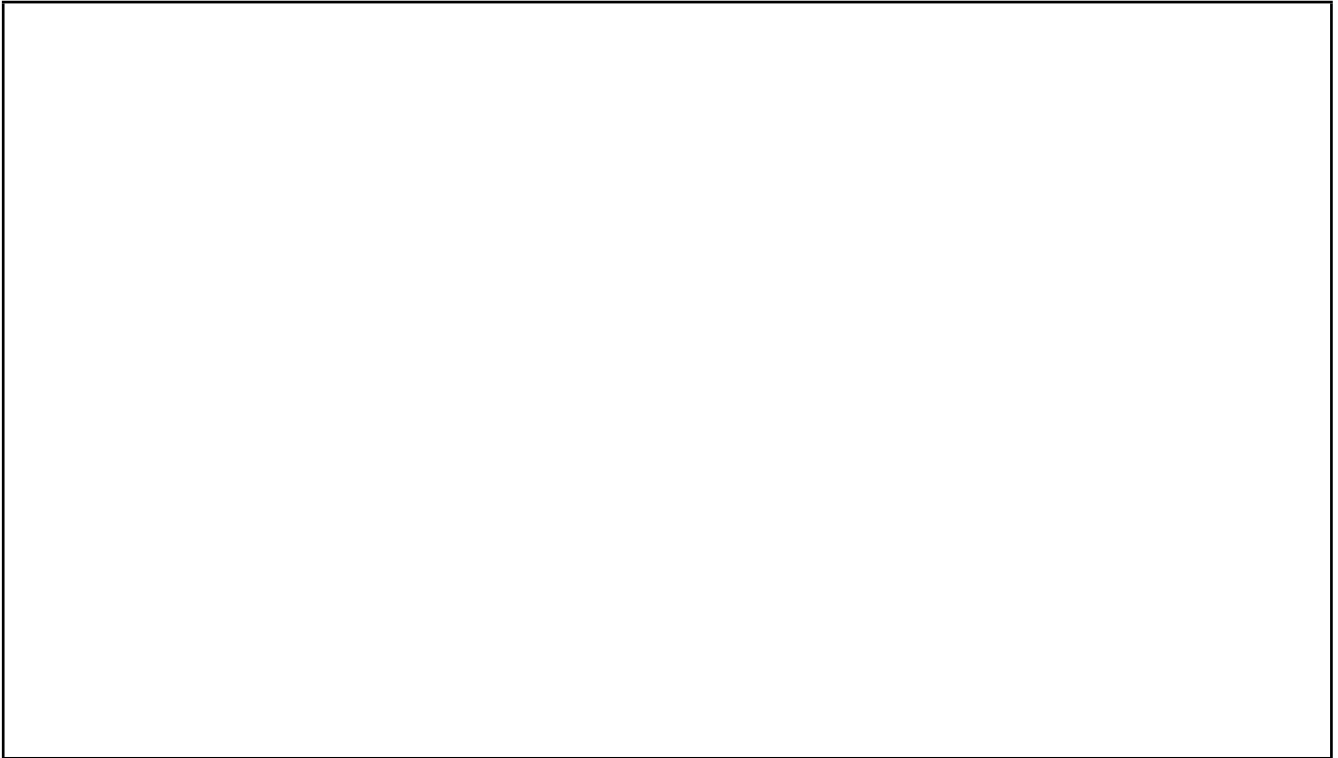
Flexibility:

3 marks (minimum 3 marks)

4. What are the current evidence-based (e.g. ACSM or DoH) FITT guidelines for healthy adults?

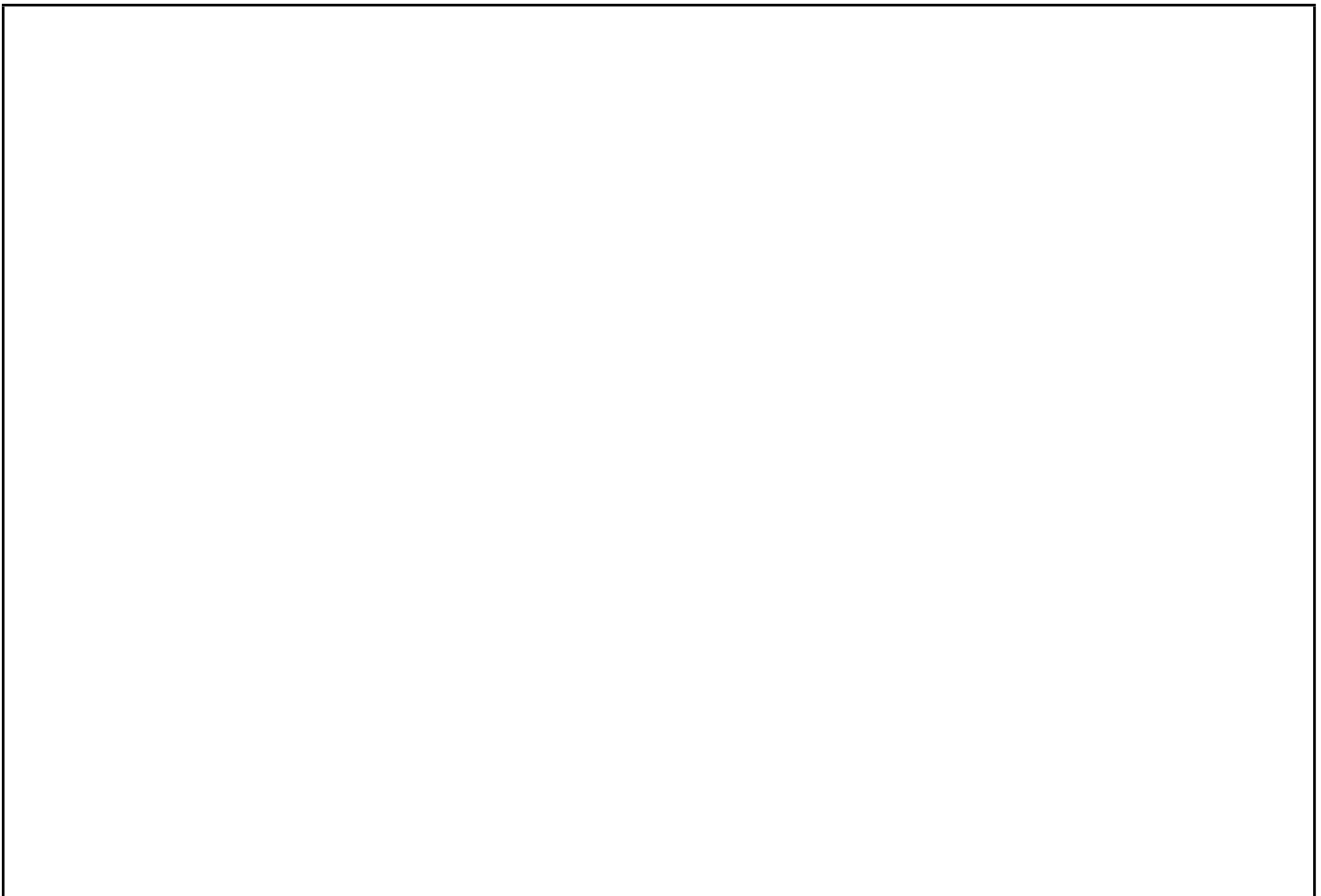
1 mark (minimum 1 mark)

5. Describe the programming approach you used when designing the case study programme in order to minimise the risk of injury and help the client optimise their results.



3 marks (minimum 2 marks)

6. Describe the principles of periodised programme design.



4 marks (minimum 3 marks)

7. Explain how to apply the principles of periodised programme design to the following goals.

An endurance sport

A strength/power sport

Fat loss

6 marks (minimum 4 marks)

8. Describe the specific protocols for two of the CV training approaches that you used in the client's programme and explain your reasons for selecting the specific intensities and durations that were planned.

4 marks (minimum 3 marks)

9. Describe the specific protocols for two of the resistance training approaches that you used in the client's programme and explain your reasons for choosing these approaches and variables (load, reps, sets) over other options.

4 marks (minimum 3 marks)

10. Describe the protocols for two flexibility training approaches that were used in the client's programme. Explain your choice of flexibility training methods and reasons for excluding other options.

4 marks (minimum 3 marks)

11. Choose an exercise from one of your case study session plans as an example and describe the techniques of a series of progressions and regressions using a minimum of four different variables to modify the complexity (i.e. modifications to technique not change of load, repetitions, rest) of the exercise technique.

4 marks (minimum 3 marks)

Result total /39 marks (32 marks in total, with the minimum set marks achieved for each question required to pass)

Pass / Refer

Assessor's feedback:

Delivering exceptional customer care – L/508/6397

Worksheet – Delivering exceptional customer care

There are 60 marks available in this worksheet. You must score a minimum of 48 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. What is meant by the term 'customer care'?

2 marks (minimum 1 mark)

2. Why is customer care important to an organisation?

2 marks (minimum 1 mark)

3. Think of a time when you have had a positive customer care experience. Describe what made it positive.

3 marks (minimum 2 marks)

4. Think of a time when you have had a negative customer care experience. Describe what made it negative.

3 marks (minimum 2 marks)

5. Outline four benefits of delivering exceptional customer care.

4 marks (minimum 3 marks)

6. List four possible outcomes of poor customer care for an organisation.

4 marks (minimum 3 marks)

7. List ten common characteristics of individuals who provide excellent customer care.

10 marks (minimum 8 marks)

8. List five features of self-presentation that make a positive impression on customers.

5 marks (minimum 4 marks)

9. How would you describe the attitude needed when dealing with customers?

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3 marks (minimum 2 marks)

10. Consider the term 'professionalism'. What does this mean in a customer care role?

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2 marks (minimum 1 mark)

11. Describe four team-working skills that are required to deliver an excellent customer experience.

8 marks (minimum 6 marks)

12. Why is it important to consider the diverse needs of customers? Give two examples of customer needs that may be considered diverse.

Importance
Example
Example

3 marks (minimum 2 marks)

13. Outline three key areas of the Equality Act 2010 that relate to customer care.

3 marks (minimum 2 marks)

14. Give two examples of supporting equality and diversity when working with colleagues.

2 marks (minimum 1 mark)

15. Give two examples of supporting equality and diversity when meeting the needs of customers.

2 marks (minimum 1 mark)

16. Outline two examples of staff behaviour that might cause offence to some customers.

2 marks (minimum 1 mark)

17. Why is it important to respect customer confidentiality?

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1 mark (minimum 1 mark)

18. Why is it important to respect your organisation's confidentiality?

1 mark (minimum 1 mark)

Result total **/60 marks** (48 marks in total, with the minimum set marks achieved for each question required to pass)

Pass / Refer

Assessor's feedback:

Delivering exceptional customer care – L/508/6397

Worksheet – Building relationships with customers

There are 52 marks available in this worksheet. You must score a minimum of 42 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. Describe the concept of customer 'touch points' within an organisation.

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2 marks (minimum 1 mark)

2. Why is it important to build customer relationships within an organisation?

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2 marks (minimum 1 mark)

3. How can the following aspects of effective communication make a positive impression on customers?

Empathy
Listening
Patience
Adaptability
Establishing trust

10 marks (minimum 8 marks)

4. Describe four skills you need to enable you to build rapport with different types of customers.

4 marks (minimum 3 marks)

5. Why is a consistently positive attitude and approach to customers vital to an organisation?

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2 marks (minimum 1 mark)

6. Why is it important to make a positive first impression on customers?

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2 marks (minimum 1 mark)

7. How would you create a positive first impression when communicating with customers in the following ways?

Face-to-face
When making outgoing telephone calls
When answering incoming telephone calls

6 marks (minimum 4 marks)

8. Why is it important to listen to a customer's wants and needs?

--

2 marks (minimum 1 mark)

9. What distinguishes 'going the extra mile' from routine customer care?

--

2 marks (minimum 1 mark)

10. Describe two benefits for the customer of going the 'extra mile' in customer care.

2 marks (minimum 1 mark)

11. Describe two benefits for the organisation of going the 'extra mile' in customer care.

2 marks (minimum 1 mark)

12. Describe three benefits of customer retention?

3 marks (minimum 2 marks)

13. Why is it important for an organisation to monitor its competitor's customer care offering?

1 mark (minimum 1 mark)

14. Describe two types of customer care action that customers will see as adding value to their experience.

2 marks (minimum 1 mark)

15. How can offering additional services and products benefit a customer?

1 mark (minimum 1 mark)

16. How can a customer's use of additional products and services benefit an organisation?

1 mark (minimum 1 mark)

17. Outline two opportunities where a customer can be offered additional products or services that will enhance their experience.

2 marks (minimum 1 mark)

18. Identify two methods of obtaining customer feedback and describe how these work in an organisation.

4 marks (minimum 3 mark)

19. How could an organisation use customer feedback to adapt the customer care it gives?

--

2 marks (minimum 1 mark)

Result total /52 marks (42 marks in total, with the minimum set marks achieved for each question required to pass)

Pass / Refer

Assessor's feedback:

Delivering exceptional customer care – L/508/6397

Worksheet – Interacting with customers in difficult situations

There are 51 marks available in this worksheet. You must score a minimum of 41 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. When confronted with an angry customer in the following situations, how would you adapt your communication with them?

In person (face-to-face)
On the telephone
In writing
Via social media

4 marks (minimum 3 marks)

2. How would you adapt your communication skills when confronted with a customer who is crying, upset and clearly emotional?

--

2 marks (minimum 1 mark)

3. What needs and difficulties might a customer have? Give four examples of each.

Need	Difficulty

8 marks (minimum 6 marks)

4. Select one customer need and one customer difficulty from the previous question and outline how you would respond.

<p>Need</p> <p>Response</p>
<p>Difficulty</p> <p>Response</p>

2 marks (minimum 2 marks)

5. Describe the following types of customer behaviour to highlight the differences between each approach.

<p>Assertiveness</p>
<p>Aggression</p>
<p>Manipulation</p>

Passivity

4 marks (minimum 3 marks)

6. List three skills that are required to deal with potentially volatile or violent situations.

3 marks (minimum 2 marks)

7. Describe three customer problems you may experience in a customer care setting.

3 marks (minimum 2 marks)

8. List four personal qualities that are required to deal with customers' problems and difficulties.

4 marks (minimum 3 marks)

9. If a customer was angry or upset, what response or action from you could make matters worse?

2 marks (minimum 1 mark)

10. How would you reassure a customer while their problems are being looked into?

2 marks (minimum 1 mark)

11. After a problem has been resolved, why is it important to follow up any remaining issues and get feedback from the customer?

2 marks (minimum 1 mark)

12. How would you inform customers when promises cannot be kept due to unforeseen circumstances?

2 marks (minimum 1 mark)

13. When would you refer a problem on to a senior colleague and how would you do this?

3 marks (minimum 2 marks)

14. Why is it important to give feedback to colleagues regarding a problem that has occurred?

2 marks (minimum 1 mark)

15. Why is it important to keep clear records of the way a problem or complaint has been handled?

2 marks (minimum 1 mark)

16. Describe an organisation's complaint or problem solving procedure. Choose an organisation that you have access to or research an appropriate source.

6 marks (minimum 4 marks)

Result total /51 marks (41 marks in total, with the minimum set marks achieved for each question required to pass)

Pass / Refer

Assessor's feedback:

Delivering exceptional customer care – L/508/6397

Summative observation – Simulated customer care scenario

You will need to prepare to be observed showing the right attitude for customer care, making a good first impression on customers and dealing with their complaints and problems.

You need to show you can interact with three of the following different types of customers:

- New customers.
- Regular customers.
- Customers with disabilities.
- Children/teenagers.
- Older adults.
- Customers who speak English as a second language.
- Angry customers.
- Upset customers.

You will also need to show that you can deal with at least two customer complaints and/or problems.

The observation will be a simulated scenario involving your peers. Your teacher/tutor/assessor will outline the exact details of the scenario to you.

The scenario(s) will enable you to demonstrate the following skills:

- Greeting customers politely and positively.
- Communicating with the customer face-to-face.
- Making outgoing telephone calls.
- Answering incoming telephone calls.
- Establishing a rapport with customers.
- Making a positive impression on different types of customer.
- Putting customers at ease.
- Recognising how customers may be feeling.
- Approaching a customer and initiating conversation.
- Recognising and responding to a customer's wants and needs.
- Establishing a rapport with customers.
- Focussing on the customer.
- Being positive and enthusiastic at all times.
- Showing respect to customers.

The scenario(s) will enable you to demonstrate the following skills when dealing with a complaint or problem:

- Summarising the details of the complaint or problem accurately and to customer satisfaction.
- Investigating the facts of the complaint in order to establish how it should be dealt with.
- Identifying a range of solutions.
- Identifying the benefits of different solutions for the customer and the organisation.
- Identifying the drawbacks of different solutions for the customer and the organisation.
- Reporting the findings of their investigation to their customer and offering their chosen solution.
- Checking that the solution is acceptable to the customer.
- Checking that the customer is satisfied with the outcome of the customer care they have received.

Worksheet – Self-evaluation

After the observation, you need to complete your self-evaluation. Reflect on areas where you did well and areas where you could improve and prepare an action plan to improve your customer care skills. Your assessor will discuss your self-evaluation in the final feedback after the observed customer care scenario.

Summative observation – Customer care scenario – Assessor re-assessment checklist

Key: Competent mark a tick (✓). Not competent mark a cross (X). Competent with a comment mark a bullet point (-). Question mark a Q.

Date:		
Be able to show the right attitude for customer care (A):		✓/X
The learner has:		
1. Greeted customers politely and positively.		
2. Recognised and responded when a customer wanted or needed attention.		
3. Put the customer at ease.		
4. Recognised how customers are feeling.		
5. Established a rapport with customers.		
6. Focussed on their customers and ignored distractions.		
7. Communicated efficiently and effectively with different types of customers: <ul style="list-style-type: none"> • Face-to-face. • When making outgoing telephone calls. • When answering incoming telephone calls. 		
8. Demonstrated types of behaviour that make a positive impression on different types of customers.		
9. Demonstrated to customers that they are positive and enthusiastic at all times.		
10. Approached and initiated conversation with a customer who is not actively seeking their attention.		
11. Shown customers respect at all times and in all circumstances.		
Be able to deal with customer complaints and problems (B):		✓/X
The learner has:		
12. Summarised the details of the complaint or problem accurately and to customer satisfaction.		
13. Investigated the facts of the complaint in order to establish how it should be dealt with.		
14. Identified a range of solutions.		
15. Identified the benefits of different solutions for the customer and the organisation.		
16. Reported the findings of the investigation to their customer and offered their chosen solution.		
17. Checked that the solution is acceptable to the customer.		
18. Checked the customer is satisfied with how their problem has been dealt with.		
Result (Delete as appropriate):	Competent	Not competent

Overview of scenario observed:

Assessor's feedback and questions

Performance criteria	

Delivering exceptional customer care – L/508/6397

Self-evaluation worksheet

There are 17 marks available in this self-evaluation. You must score a minimum of 14 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. What went well in the customer care scenario?

--

2 marks (minimum 1 mark)

2. What areas could you improve on?

--

2 marks (minimum 1 mark)

3. How will you improve your customer care skills?

Action plan: State one thing you could do to improve each of the areas listed.
Welcoming the customer (meeting and greeting)
Communicating with the customer face-to-face
Making outgoing telephone calls
Answering incoming telephone calls
Making a positive impression on different types of customers
Putting customers at ease
Recognising how customers may be feeling

Approaching a customer and initiating conversation

Recognising and responding to a customer's wants and needs

Establishing a rapport with customers

Focussing on the customer

Being positive and enthusiastic at all times

Showing respect to customers

13 marks (minimum 11 marks)

Result total /**17 marks** (14 marks in total, with the minimum set marks achieved for each question required to pass)

Pass/Refer

Assessor's feedback:

Enterprise and entrepreneurship – H/507/1209

Marketing products and services – Y/507/1210

Worksheet – Enterprise, entrepreneurship and marketing

There are 16 marks available in this worksheet. You must score a minimum of 13 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. Complete the table to explain the key differences between an entrepreneur and an intrapreneur.

	Entrepreneur	Intrapreneur
Employment status		
Resources		
Pros and cons		
Key skills and attitudes		

8 marks (minimum 6 marks)

2. Explain four demands placed upon an entrepreneur who is successfully running a small business.

4 marks (minimum 3 marks)

3. Explain two benefits of using a SWOT (strengths, weaknesses, opportunities and threats) analysis when developing a new enterprise or small business.

2 marks (minimum 1 mark)

4. Why is it important to set goals for marketing performance when planning an enterprise?

--

2 marks (minimum 1 mark)

Result total **/16 marks** (13 marks in total, with the minimum set marks achieved for each question required to pass)

Pass / Refer

Assessor's feedback:

Enterprise and entrepreneurship – H/507/1209

Marketing products and services – Y/507/1210

Assignment – Developing a new enterprise

The assignment consists of six sections:

- **Selecting an active leisure enterprise** – 14 marks available. You must score a minimum of 12 marks in total to achieve a pass.
- **Evaluating self as an entrepreneur** – 24 marks available. You must score a minimum of 20 marks in total to achieve a pass.
- **Market research – planning** – 27 marks available. You must score a minimum of 22 marks in total to achieve a pass.
- **Market research – action** – 15 marks available. You must score a minimum of 12 marks in total to achieve a pass.
- **Business planning** – 68 marks available. You must score a minimum of 55 marks in total to achieve a pass.
- **Enterprise implementation** – 25 marks available. You must score a minimum of 20 marks in total to achieve a pass.

In addition to achieving the total pass mark, you must also score at least the minimum marks set for each section to achieve an overall pass.

You will need to complete your assignment using the following guidance:

Selecting an active leisure enterprise

- Identify a current problem or opportunity for enterprise in the active leisure industry.
- Identify the profile of the customers affected by the current problem or the target market for the new enterprise opportunity.
- Identify all the stakeholders in the enterprise.
- Make a list of ideas that may solve the identified problem or capitalise on the opportunity.
- Analyse the viability of the potential solutions.
- Select the most appropriate solution.

You will develop the best idea into a new active leisure enterprise. In order to do this effectively, you must complete the following:

Evaluating self as an entrepreneur

- Carry out a SWOT analysis to identify their strengths, weaknesses, opportunities and threats in relation to:
 - The selected enterprise.
 - Managing the enterprise.
- Develop a personal development plan to address their strengths, weaknesses, opportunities and threats in relation to:
 - The selected enterprise.
 - Managing the enterprise.

Market research – planning

- Evaluate different methods of performing market research, including:
 - Surveys.
 - Focus groups.
 - Interviews.
 - Field trials.
 - Observation (of behaviour).
- Evaluate the advantages/disadvantages/constraints of common marketing techniques (e.g. cold-calling, press releases, leaflets, posters, digital marketing) in relation to the enterprise.
- Use the information gathered during their evaluation of market research methods to:
 - Select the most appropriate method(s) of marketing the enterprise.
 - Explain how to conduct the market research for the enterprise.
 - Explain how to conduct crowdsourcing for the enterprise.
 - Explain what competitor analysis will be carried out as part of the market research.
 - Describe how the results/data from the market research activities will be analysed.

Market research – action

- Conduct the planned market research for the enterprise brand, service or product.
- Analyse the results/data from the market research.
- Analyse the results/data from the competitor analysis.

Business planning

Create a business plan for the selected solution/enterprise, including:

- Aims and objectives.
- Stages/milestones of the enterprise.
- Unique selling points (USPs) of the enterprise.
- A marketing strategy, including:
 - An overview of the key objectives and targets for the marketing campaign.
 - A description of the target audience of the marketing campaign.
 - A list of factors that could influence marketing decisions made about the enterprise (e.g. internal effects, external effects, time and costs).
 - An overview and justification of the approach taken to develop promotional materials for the enterprise.
 - A list of the risks and difficulties that may be encountered during the marketing of the enterprise.
 - A timeline of the planned marketing activities.
 - An explanation of how the marketing plan will be communicated with stakeholders.
- An explanation of how to communicate appropriately with the different customers.
- A description of how feedback will be obtained from the different customers.
- A list of resources required to plan, prepare and launch the enterprise.
- Areas of risk and difficulty (where things might go wrong during the planning, preparation or launch stage of the enterprise).
- A projected profit and loss report for the enterprise, including:
 - An overview of the budget required to take the enterprise through planning and preparation to the launch.
 - Cost and income projections for the initial launch period.
 - Reinvestment plans for any money made from the enterprise activity.

Enterprise implementation

- Design graphics to represent the brand, service or product.
- Produce promotional materials for the brand, service or product.
- Put the business plan into action.
- Monitor each stage of the plan.
- Review the action plan at appropriate stages/milestones.
- Adapt plans and implement alternatives where necessary.

You will need to evidence how you have implemented, monitored and evaluated the implementation of the business enterprise (e.g. business reports, reflective diaries/reports).

Please include a copy of your assignment within this portfolio.

Enterprise and entrepreneurship – H/507/1209

Marketing products and services – Y/507/1210

Assignment mark scheme

Selecting an active leisure enterprise		
Did the learner:	Possible marks	Actual marks
Identify a current problem or opportunity for enterprise in the active leisure industry?	1 (minimum 1 mark)	
Identify customer profiles of those affected by the current problem or the target market for the new enterprise opportunity?	3 (minimum 2 marks)	
Identify the stakeholders in the enterprise?	3 (minimum 2 marks)	
List potential solutions to the enterprise problem or opportunity?	3 (minimum 2 marks)	
Analyse the viability of the potential solutions?	3 (minimum 2 marks)	
Select an appropriate solution to the problem or opportunity for enterprise?	1 (minimum 1 mark)	
Result total /14 (12 marks in total, with the minimum set marks achieved for each section required to pass)		
Pass / Refer		
Evaluating self as an entrepreneur		
Did the learner:	Possible marks	Actual marks
Identify their strengths, weaknesses, opportunities and threats in relation to the selected enterprise?	8 (minimum 6 marks)	
Identify their strengths, weaknesses, opportunities and threats in relation to management of the selected enterprise?	8 (minimum 6 marks)	
Develop a personal development plan to address their strengths, weaknesses, opportunities and threats in relation to the selected enterprise?	4 (minimum 3 marks)	
Develop a personal development plan to address their strengths, weaknesses, opportunities and threats in relation to the management of the selected enterprise?	4 (minimum 3 marks)	
Result total /24 (20 marks in total, with the minimum set marks achieved for each section required to pass)		
Pass / Refer		
Market research – planning		
Did the learner:	Possible marks	Actual marks
Evaluate different methods of performing market research?	10 (minimum 8 marks)	
Evaluate the advantages/disadvantages/constraints of common marketing techniques?	4 (minimum 3 marks)	
Select appropriate methods to market the enterprise?	1 (minimum 1 mark)	

Explain how the market research will be conducted for the enterprise?	3 (minimum 2 marks)	
Explain how crowdsourcing will be conducted for the enterprise?	3 (minimum 2 marks)	
Explain what competitor analysis will be carried out as part of the market research?	3 (minimum 2 marks)	
Describe how the results of the market research will be analysed?	3 (minimum 2 marks)	
Result total /27 (22 marks in total, with the minimum set marks achieved for each section required to pass)		
Pass / Refer		
Market research – action		
Did the learner:	Possible marks	Actual marks
Conduct the planned market research?	3 (minimum 2 marks)	
Appropriately analyse the results of the market research?	6 (minimum 4 marks)	
Appropriately analyse the results of the competitor analysis?	6 (minimum 4 marks)	
Result total /15 (12 marks in total, with the minimum set marks achieved for each section required to pass)		
Pass / Refer		
Business planning		
Did the learner’s business proposal include:	Possible marks	Actual marks
Aims and objectives?	4 (minimum 3 marks)	
Stages/milestones of the enterprise?	4 (minimum 3 marks)	
Unique selling points (USPs) of the enterprise?	3 (minimum 2 marks)	
An overview of the key objectives and targets of the marketing campaign?	4 (minimum 3 marks)	
A description of the target audience of the marketing campaign?	3 (minimum 2 marks)	
Factors that could influence marketing decisions made about the enterprise?	3 (minimum 2 marks)	
An overview and justification of the approach taken to develop promotional materials for the enterprise?	3 (minimum 2 marks)	
A list of the risks and difficulties that could be encountered during the marketing of the enterprise?	3 (minimum 2 marks)	
A timeline of planned marketing activities?	1 (minimum 1 mark)	
An explanation of how the marketing plan will be communicated with stakeholders?	1 (minimum 1 mark)	
An explanation of how to communicate appropriately with the different customers?	3 (minimum 2 marks)	

A description of how feedback will be obtained from the different customers?	3 (minimum 2 marks)	
A list of resources required to plan, prepare and launch the solution/enterprise?	10 (minimum 8 marks)	
Areas of risk and difficulty during the planning, preparation and launch stages?	6 (minimum 4 marks)	
A profit and loss report for the enterprise?	1 (minimum 1 mark)	
An overview of the budget required to take the enterprise through planning, preparation and launch?	4 (minimum 3 marks)	
Cost projections for the initial launch period?	4 (minimum 3 marks)	
Income projections for the initial launch period?	4 (minimum 3 marks)	
Reinvestment plans for any money made from the enterprise activity?	4 (minimum 3 marks)	
Result total /68 (55 marks in total, with the minimum set marks achieved for each section required to pass)		
Pass / Refer		
Enterprise implementation		
Did the learner:	Possible marks	Actual marks
Design graphics to represent the brand, service or product?	4 (minimum 3 marks)	
Produce promotional materials for the brand, service or product?	6 (minimum 4 marks)	
Put their plan into action?	5 (minimum 4 marks)	
Monitor and review each stage of their plan?	5 (minimum 4 marks)	
Adapt plans and implement alternatives where necessary?	5 (minimum 4 marks)	
Result total /25 (20 marks in total, with the minimum set marks achieved for each section required to pass)		
Pass / Refer		

Assessor's feedback:

Technology in sport and exercise – D/507/1211

Assignment – Technology in sport and exercise

You will need to complete your assignment using the following guidance:

Select one sport and one form of exercise. Ensure the selections you make will allow you to complete all aspects of the assessment as indicated in the following list:

- Describe major technological developments in your chosen sport and form of exercise, including:
 - Equipment and training aids.
 - Clothing.
 - Footwear.
 - Safety or protective wear.
 - Prosthetics, wheelchairs and adaptive equipment.
 - Facility design.
 - Nutrition and supplementation.
 - Doping and anti-doping practices.
 - Information and communication technology (ICT) and software.
 - Smart devices and wearable technology.
- Select one technology from the previous task that will enhance the performance and/or experience of each of the following:
 - Individual sport performer.
 - Team sport performer.
 - Fitness enthusiast/exerciser/group exerciser.
 - Referee/judge/umpire.
 - Spectators.
- Review each of the identified technologies, outlining their advantages, disadvantages, positives and negatives.
- Describe how the adoption and implementation of the identified technologies have benefitted the following:
 - Athletic performance.
 - Health improvement/life expectancy.
 - Injury prevention and rehabilitation.
 - Recovery from training or competition.
 - Career length of elite performers.
 - Participant/performer safety.
 - Official decisions.
 - Understanding of the human body and performance.
 - The experience of spectating.

Please include a copy of your assignment within this portfolio.

Assignment mark scheme

Did the learner:	Possible marks	Actual marks
Describe major technological developments?	20 (minimum 16 marks)	
Select and review one technology that can enhance the performance and/or experience of an individual sport performer?	6 (minimum 4 marks)	
Select and review one technology that can enhance the performance and/or experience of a team sport performer?	6 (minimum 4 marks)	
Select and review one technology that can enhance the performance and/or experience of a fitness enthusiast/exerciser/group exerciser?	6 (minimum 4 marks)	
Select and review one technology that can enhance the performance and/or experience of a referee/judge/umpire?	6 (minimum 4 marks)	
Select and review one technology that can enhance the performance and/or experience of a spectator?	6 (minimum 4 marks)	
Describe how the adoption and implementation of the identified technologies have benefitted athletic performance?	2 (minimum 1 mark)	
Describe how the adoption and implementation of the identified technologies have benefitted health improvement/life expectancy?	2 (minimum 1 mark)	
Describe how the adoption and implementation of the identified technologies have benefitted injury prevention and rehabilitation?	2 (minimum 1 mark)	
Describe how the adoption and implementation of the identified technologies have benefitted recovery from training or competition?	2 (minimum 1 mark)	
Describe how the adoption and implementation of the identified technologies have benefitted career length of elite performers?	2 (minimum 1 mark)	
Describe how the adoption and implementation of the identified technologies have benefitted participant/performer safety?	2 (minimum 1 mark)	
Describe how the adoption and implementation of the identified technologies have benefitted official decisions?	2 (minimum 1 mark)	
Describe how the adoption and implementation of the identified technologies have benefitted understanding of the human body and performance?	2 (minimum 1 mark)	
Describe how the adoption and implementation of the identified technologies have benefitted the spectating experience?	2 (minimum 1 mark)	
Result total /68 (55 marks in total, with the minimum set marks achieved for each section required to pass)		
Pass / Refer		
Assessor's feedback:		

Technology in sport and exercise – D/507/1211

Assignment – The ethics of sport and exercise technology

You will need to complete your assignment using the following guidance:

Produce a written report debating the following:

- The potential ethical concerns of adopting more and more technologies in sport and exercise. Provide an ethical argument for and against the implementation of more technology, considering the following factors:
 - Socioeconomic.
 - Geographical.
 - Legal.
 - Access equality.
- The effect smart devices and applications have had or could have on the sedentary population.

Your report should be a minimum of 750 words and a maximum of 1000 words.

Please include a copy of your report within this portfolio.

Assignment mark scheme

Did the learner:	Possible marks	Actual marks
Analyse the potential ethical concerns of adopting more and more technologies in sport and exercise?	20 (minimum 16 marks)	
Evaluate the effect smart devices and applications have had or could have on the sedentary population?	20 (minimum 16 marks)	
Result total /40 (32 marks in total, with the minimum set marks achieved for each section required to pass)		
Pass / Refer		
Assessor's feedback:		

Managing personal and professional development – Y/508/6399

Worksheet – Managing personal development

There are 43 marks available in this worksheet. You must score a minimum of 35 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. What is personal development?

--

2 marks (minimum 1 mark)

2. Why is personal development important?

--

2 marks (minimum 1 mark)

3. Evaluate the benefits of personal development for each of the following areas.

Personal
Academic
Social
Professional

4 marks (minimum 3 marks)

4. Why is it important to develop knowledge and skills?

--

2 marks (minimum 1 mark)

5. What is a mind-set?

--

1 mark (minimum 1 mark)

6. What is the difference between a fixed mind-set and a growth mind-set?

Fixed mind-set:
Growth mind-set:

4 marks (minimum 3 marks)

7. Why is it important to have a growth mind-set?

--

1 mark (minimum 1 mark)

8. Define transferable skills and give three examples.

Definition	
Examples	

4 marks (minimum 3 marks)

9. Outline the benefit of identifying your personal transferable skills.

--

1 mark (minimum 1 mark)

10. What are hard and soft skills? Describe two of each.

Hard skills	
Examples	
Soft skills	
Examples	

6 marks (minimum 4 marks)

11. Describe the term 'employability skills' and give two examples.

Employability skills	
Example	
Example	

3 marks (minimum 2 marks)

12. What are the benefits of exploring your own personal strengths and weaknesses when managing your personal development?

--

2 marks (minimum 1 mark)

13. How can you work with other people to identify your own strengths and weaknesses within personal development? List the people who could help you.

--

2 marks (minimum 1 mark)

14. How would you ensure you maintained a positive attitude when receiving feedback from others?

--

2 marks (minimum 1 mark)

15. Describe how you would apply the SMART goal-setting principle to managing your personal development.

Specific:
Measurable:
Acheivable:
Realistic and relevant:
Time-bound:

5 marks (minimum 4 marks)

16. What is the purpose of personal development planning?

--

2 marks (minimum 1 mark)

Result total /43 marks (35 marks in total, with the minimum set marks achieved for each question required to pass)

Pass / Refer

Assessor's feedback:

Managing personal and professional development – Y/508/6399

Worksheet – Managing continuing professional development

There are 53 marks available in this worksheet. You must score a minimum of 43 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. What is continuing professional development?

--

2 marks (minimum 1 mark)

2. Evaluate the benefits of continuing professional development for yourself and for your organisation.

Self
Organisation

2 marks (minimum 2 marks)

3. Define the following terms within continuing professional development.

Evaluation
Organisation

2 marks (minimum 2 marks)

4. How can a workplace performance appraisal and development process contribute to continuing professional development?

--

1 mark (minimum 1 mark)

5. What are the differences between formal and informal learning and development opportunities?

Formal
Informal

2 marks (minimum 2 marks)

6. Describe the following learning styles.

Visual (seeing and visualising)
Auditory (hearing and speaking)
Kineasthetic (doing and experiencing)

6 marks (minimum 5 marks)

7. Describe a technique that can be used to identify learning styles and preferences.

--

2 marks (minimum 1 mark)

8. What is the purpose of professional development planning?

--

2 marks (minimum 1 mark)

9. What should a continuing professional development plan contain?

3 marks (minimum 2 marks)

10. Why is it important to keep a record of all professional development activities?

2 marks (minimum 1 mark)

11. Describe two different planning and reviewing cycle theories.

Theory 1 – Name	
Description	
Theory 2 – Name	
Description	

6 marks (minimum 4 marks)

12. Why is the planning and reviewing cycle important within personal and continuing professional development?

1 mark (minimum 1 mark)

13. Why is it important to review goals and targets at regular intervals?

1 mark (minimum 1 mark)

14. Describe two benefits of managing your time effectively.

2 marks (minimum 1 mark)

15. What are two benefits of achieving an acceptable 'work-life balance'?

2 marks (minimum 1 mark)

16. How can you reflect on your own work to highlight ways of improving your skills, knowledge and practice?

1 mark (minimum 1 mark)

17. How can you work with others to evaluate your own skills, knowledge and practice? List the types of people who could help you.

Who could help?

2 marks (minimum 2 marks)

18. List three types of information you would need to fulfil continuing professional development and where you could find these types of information.

Information needed	Where to find it

3 marks (minimum 2 marks)

19. Describe two ways of accessing support during learning you undertake for continuing professional development.

2 marks (minimum 1 mark)

20. Describe how you can effectively address the following tasks to ensure time is managed efficiently.

Setting goals
Prioritising urgent and important tasks
Breaking down tasks into smaller parts

3 marks (minimum 3 marks)

21. List three possible distractions that may cause you to miss deadlines and explain how you can avoid them.

6 marks (minimum 4 marks)

Result total /53 marks (43 marks in total, with the minimum set marks achieved for each question required to pass)

Pass / Refer

Assessor's feedback:

Managing personal and professional development – Y/508/6399

Personal and professional development plan

Your personal and professional development plan consists of the following:

- Section 1: Training needs analysis. The learner needs to rate how confident they feel about their current skills and highlight any skills they feel they will need for a particular job role they may be interested in. Learners will need to gain feedback from a peer, colleague or tutor.
- Section 2: SWOT. Learners need to complete a SWOT analysis to highlight areas where they are strong and areas where they are weaker. They also need to highlight any opportunities they have and if there are any threats.
- Section 3: Development plan. Based on the findings from sections 1 and 2, learners will need to complete a personal and professional development plan. Learners will need to analyse their preferred learning style using a recognised tool. Goals must be SMART and include short-, medium- and long-term goals. Learners will need to highlight any challenges and how to overcome these.

Personal and professional development plan

Section 1

Training needs analysis	
Learner's name:	Date:
Below is a selection of skills that are needed to work in most work environments. Against each one, rate how confident you feel about your current skills. In the blank section underneath, highlight additional skills you feel you need (e.g. skills for a specific job role you would like to apply for – use job descriptions/advertisements to help you). Review and update as a result of achievements.	
Skills	How would you rate your confidence in this area? (Please tick ✓)
	Very confident Quite confident Not confident
Communication – verbal and listening skills (dealing with customers/colleagues by telephone, electronically or face-to-face).	
Problem solving (handling and resolving customer complaints and work-based issues).	
Managing administration (paperwork and filing skills).	
Time management (managing time, planning, being effective, efficient, productive and reliable).	
Developing positive working relationships (social skills, the ability to interact with others).	
Having compassion and care for others.	
Attitude (having the right attitude towards work and the organisation you work for).	
Aptitude for learning and development.	
Literacy skills (reading, writing, vocabulary, spelling and comprehension).	
Numeracy (understanding numerical data, statistics and graphs, making decisions and reasoning).	
IT skills.	

It is important to gain feedback from others on your skills. Discuss your training needs analysis with a peer, colleague or tutor. Do they agree with how you have scored yourself? Ask your peer/colleague/tutor what they think your main strengths are and what areas they think you need to develop. Record your discussion below:

2 marks (minimum 1 mark)

Section 2

Considering the findings from the training needs analysis, complete the SWOT analysis below.

Strengths	Weaknesses
Opportunities	Threats

4 marks (minimum 4 marks)

Using a recognised tool, identify your preferred learning style. Record your findings below and attach any relevant questionnaires to your learner achievement portfolio.

2 marks (minimum 1 mark)

Section 3

As a result of the SWOT analysis, create some realistic goals for personal and professional development and complete the plan below. Goals may be formal or informal, e.g. training, research, guidance or support. Ensure the goals are SMART.

Personal and professional development plan			
Goals – Areas where I need to develop	Actions I need to take to achieve this	Who do I need to help me with this?	Review date

5 marks (minimum 4 marks)

Do you foresee any challenges in meeting these goals? If so, what are they and what strategies or solutions will resolve them?

2 marks (minimum 1 mark)

What time management tools and techniques will you or have you used to fulfil your plan?

2 marks (minimum 1 mark)

Personal and professional development	Marks	Results
Section 1: Training needs analysis	4 marks (minimum 3 marks)	
Section 1: Feedback	2 marks (minimum 1 mark)	
Section 2: SWOT analysis	4 marks (minimum 4 marks)	
Section 2: Learning styles identification	2 marks (minimum 1 mark)	
Section 3: Development plan – SMART goals	5 marks (minimum 4 marks)	
Section 3: Development plan – Challenges	2 marks (minimum 1 mark)	
Section 3: Development plan – Time management	2 marks (minimum 1 mark)	

Results total /21 marks (17 marks in total, with the minimum set marks achieved for each question required to pass)

Assessor's feedback:

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