



Qualification
Specification

Active IQ Level 2 Technical Occupational Entry in Fitness Coaching (Certificate)

Qualification
Accreditation Number:
610/4546/9
Version AIQ006708

Active iQ

Active IQ wishes to emphasise that whilst every effort is made to ensure accuracy, the material contained within this document is subject to alteration or amendment in terms of overall policy, financial or other constraints. Reproduction of this publication is prohibited unless authorised by Active IQ Ltd. No part of this document should be published elsewhere or reproduced in any form without prior written permission.

Active IQ Level 2 Technical Occupational Entry in Fitness Coaching (Certificate)

Qualification accreditation number: 610/4546/9

Introduction

The Active IQ Level 2 Technical Occupational Entry in Fitness Coaching (Certificate) is at level 2 on the Regulated Qualifications Framework (RQF). This qualification has been approved by IfATE, Ofqual and DfE to be recognised as a Technical Occupational Entry qualification. This qualification aligns to KSBs in the existing occupational standard(s) for leisure team member and enables entry to the aligned occupation(s) (including providing occupational entry competence with the requirement for further learning/training in work to reach full occupational competence).

| | | | |
|-------------------------------|-----|----------------------------------|-----|
| Guided learning hours: | 310 | Total qualification time: | 360 |
|-------------------------------|-----|----------------------------------|-----|

Entry requirements:

- Some experience of gym-based exercises, including free weights, is highly recommended.
- The course requires physical exertion and individual participation is essential, therefore a degree of physical fitness is necessary.
- There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at level 2.

Qualification outline

Target learners:

- Learners aged 16+.
- Learners wishing to pursue a career in the health and fitness sector as gym-based fitness coaches.

Purpose

The purpose of this Technical Occupational Entry Qualification is to provide learners with the knowledge and skills to pursue a career in fitness coaching. Learners are provided with an understanding of anatomy, physiology and nutrition and how they relate to exercise and fitness. Learners are also provided with the knowledge and skills to be able to plan, deliver and supervise safe and effective exercise programmes within a gym or health club environment.

This qualification has been designed in partnership with employers and covers the knowledge and skills identified in the industry as essential for the fitness coach role, covering the planning and instructing of safe and effective exercise sessions as well conducting small group sessions and supporting clients' exercise adherence and a healthy lifestyle. The qualification also provides the learner with an understanding of professionalism, personal development and how to deliver exceptional customer service.

This qualification includes the essential knowledge and skills that are needed to meet the requirements of the physical activity sector's minimum standards for deployment.

Learners who achieve this qualification will:

Understand:

- The structure and function of the body systems and how they relate to health, fitness and physical activity.
- The components of fitness and the principles of training.
- The principles of nutrition and the importance of a healthy lifestyle, including basic stress management techniques.
- How to maintain a safe and effective fitness environment.
- The legal and professional requirements for fitness coaching.
- How to support clients making lifestyle behaviour changes.
- How to plan safe and effective exercise.
- How leisure and fitness facilities operate and their business requirements.
- How information technology is used in the leisure and fitness industry.
- How to set up, take down and store equipment in the leisure and fitness industry.

Have demonstrated:

- How to carry out health-screening and assessments, and record and store information appropriately and confidentially.
- How to effectively facilitate goal setting and action planning.
- How deliver safe and effective exercise in a gym environment for individuals and groups.
- How to establish and maintain an effective working relationship with the client.
- How to use feedback to evaluate own fitness coaching practice.

Progression

This qualification provides progression to:

- Active IQ Level 2 Technical Specialist in Instructing Circuit Training (Award).
- Active IQ Level 2 Technical Specialist in Instructing Studio Cycling (Award).
- Active IQ Level 2 Technical Specialist in Instructing Kettlebell Training (Award).
- Active IQ Level 3 Technical Occupational Entry in Personal Training (Diploma).
- Active IQ Level 3 Technical Specialist in Sports Massage Therapy (Diploma).
- Apprenticeship in Personal Training.

Links to National Standards

There are links to:

- The Leisure Team Member Apprenticeship standard (ST0390).
- The Community Activator Coach Apprenticeship standard (ST0478).
- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Learning and Development Requirements (LDR).

Occupational competence statements for tutors, assessors and internal verifiers

This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.

Required criteria

All tutors, assessors and internal verifiers must:

- Possess a discipline-specific qualification equivalent to the qualification being taught.
- Have relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continuing professional development during the last two years (this may be discipline-/context-specific or relevant to tutoring assessing or quality assurance).

Tutors and assessors

Tutors must hold, or be working towards, a teaching qualification.

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education (including professional and postgraduate).
- Qualified Teaching and Learning Skills.

Assessors

Assessors must hold, or be working towards, any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 (previously D32, D33).

Internal verifiers

Internal verifiers must hold, or be working towards, any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34).

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) has been achieved.

Active IQ Level 2 Technical Occupational Entry in Fitness Coaching (Certificate)

Qualification accreditation number: 610/4546/9

Qualification structure

Learners must complete the eight mandatory units.

| Unit | Unit accreditation number | Level | GLH | TQT | |
|------|--|------------|-----|-----|----|
| 1 | Anatomy and physiology for exercise | D/650/8794 | 2 | 60 | 65 |
| 2 | Principles of fitness training | F/650/8795 | 2 | 40 | 45 |
| 3 | Principles of nutrition and lifestyle | H/650/8796 | 2 | 40 | 45 |
| 4 | Health and safety in a fitness environment | J/650/8797 | 2 | 20 | 25 |
| 5 | Professionalism and customer care | K/650/8798 | 2 | 25 | 30 |
| 6 | Conducting client consultations | L/650/8799 | 2 | 30 | 35 |
| 7 | Planning and delivering fitness sessions | A/650/8800 | 2 | 65 | 80 |
| 8 | Leisure team operations | D/650/8801 | 2 | 30 | 35 |

Assessment Design

The assessments for the Active IQ Level 2 Technical Occupational Entry in Fitness Coaching (Certificate) have been designed to ensure they are valid, fit for purpose and meet the requirements of a technical occupational entry qualification. We have focused on the reliability and validity of the assessments, to ensure that a learner who successfully completes this qualification is well placed to secure employment in roles related to this standard.

The assessments for this Additional Specialist Technical Qualification consist of the following:

| Assessment | Assessment component title | Assessment method | Unit |
|------------|---|----------------------|---|
| 1 | Skeletal system | Knowledge assessment | Unit 1: Anatomy and physiology for exercise |
| 2 | Neuromuscular system | | |
| 3 | Cardiovascular and respiratory systems | | |
| 4 | Energy systems | | |
| 5 | Immune system and body composition | | |
| 6 | Components of fitness and principles of training | Knowledge assessment | Unit 2: Principles of fitness training |
| 7 | Structure of a warm-up | | |
| 8 | Cardiovascular training and monitoring intensity | | |
| 9 | Muscular strength and endurance training | | |
| 10 | Structure of a cool-down and flexibility training | | |
| 11 | Progression of training | | |

| Assessment | Assessment component title | Assessment method | Unit |
|------------|--|-----------------------------|--|
| 12 | Understand links between physical activity and health | Knowledge assessment | Unit 3: Principles of nutrition and lifestyle |
| 13 | Understand the importance of a healthy lifestyle and managing stress | | |
| 14 | Understand basic nutrition and hydration | | |
| 15 | Understand the importance of healthy eating | | |
| 16 | Behaviour change and habit formation | | |
| 17 | Hazards and risks in a fitness environment | Knowledge assessment | Unit 4: Health and safety in a fitness environment |
| 18 | Safe working practices and procedures in a fitness environment | | |
| 19 | Legal and professional requirements for fitness coaching | Knowledge assessment | Unit 5: Professionalism and customer care |
| 20 | Communication principles and how a fitness coach can help customers to have a positive exercise experience | | |
| 21 | Skills and behaviours needed to deliver effective customer care | | |
| 22 | Conducting client consultations | Knowledge assessment | Unit 6: Conducting client consultations |
| 23 | Modular observation - Consultation | Observation and questioning | |
| 24 | Modular observation - Exercise modes | Observation and questioning | Unit 7: Planning and delivering fitness sessions |
| 25 | Summative observation - Group exercise in the gym environment | Observation and questioning | |
| 26 | Planning a gym programme | Assignment | |
| 27 | Summative observation - Session delivery | Observation and questioning | |
| 28 | Self evaluation | Assignment | |
| 29 | Working in leisure and fitness sectors | Knowledge assessment | Unit 8: Leisure team operations |
| 30 | Information technology in the fitness and leisure sector | Assignment | |

Assessment methods

The following lists the assessment methods used in this qualification, with a description of how they are intended to work.

- **Knowledge assessment**

The knowledge assessments use a range of different question types to assess the learner's cognitive abilities, retention of knowledge and factual recall. The different types of questions include multiple choice, short answers, drag and drop into text and scenario-/video-based questions and answers. The different question types give learners an opportunity to demonstrate achievement in a range of different contexts, allowing learners to apply their knowledge in real-life scenarios linked to the qualification's purpose. Each knowledge assessment has a minimum pass mark of 70%.

- **Assignment**

This assessment method uses clearly constructed briefs/tasks and associated marking schemes to assess learners' cognitive abilities and/or practical competencies.

The assessment method allows learners to demonstrate problem solving, analytical, research and planning skills. The planning a gym session assignment is pass refer against set criteria.

Each of the other assignments has a minimum pass mark of 80% against a pre-set mark scheme.

- **Observation and questioning**

An observation assesses the learner's competence, skills and behaviour through the application of knowledge. This assessment method will also provide an opportunity for the learner to be assessed holistically across the standard.

The focus of the questioning will be on the knowledge, skills and behaviours that are assessed within the observation and in particular on criteria that the learner was unable to demonstrate competence in due to them not occurring naturally. Questions may also be on criteria that have been partially demonstrated during the observation. The purpose of the questions and answers session is not to re-assess criteria that the learner did not achieve as a result of not being competent.

The performance observed and responses to questions will be assessed holistically as part of this assessment method. This assessment is a valid way to assess the learner's knowledge, skills and behaviours in a real-life context, and suitably prepares the learner for the role and demands of a fitness coach. Observations are either pass or refer against set criteria.

Grading

To achieve this qualification, learners must achieve a pass in all of the assessments.

The overall grade for this qualification is **Pass/Refer**.

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|--|---|
| <p>1. Understand the skeletal system and the effects of exercise</p> | <p>1.1 Identify the structures of the skeletal system</p> <p>1.2 State the functions of the skeleton</p> <p>1.3 Name and locate the major bones</p> <p>1.4 Name and locate different types of bone</p> <p>1.5 Identify the structure of a long bone</p> <p>1.6 Name the different types of joint</p> <p>1.7 Identify different types of synovial joint</p> <p>1.8 Describe the structure of a synovial joint</p> <p>1.9 Recognise the joint actions possible at different joints</p> <p>1.10 Describe the structure and function of the spine</p> <p>1.11 Identify the three main curves of the spine and the normal movements possible</p> <p>1.12 Describe postural deviations</p> <p>1.13 Describe the immediate and long-term effects of exercise on the skeletal system</p> <p>1.14 Recognise changes to the skeletal system throughout a person's lifespan</p> | <p>Functions may include:</p> <ul style="list-style-type: none"> • Shape • Protection • Attachment • Movement • Production • Storage <p>Types of bone may include:</p> <ul style="list-style-type: none"> • Long bone • Short bone • Flat bones • Irregular bones • Sesamoid <p>Types of joints may include:</p> <ul style="list-style-type: none"> • Fibrous • Cartilaginous • Synovial <p>Types of synovial joint may include:</p> <ul style="list-style-type: none"> • Ball and socket • Hinge • Pivot • Saddle • Gliding • Condylloid |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|---|---|--|
| | | <p>Three main curves may include:</p> <ul style="list-style-type: none"> • Cervical • Thoracic • Lumbar <p>Postural deviations may include</p> <ul style="list-style-type: none"> • Hyperkyphosis • Hyperlordosis |
| <p>2. Understand the neuromuscular system and the effects of exercise</p> | <p>2.1 Name and identify the key characteristics of the different types of muscle tissue</p> <p>2.2 Identify the basic structure of skeletal muscle, including:</p> <p>2.3 Identify the function of skeletal muscle</p> <p>2.4 Name and locate the major anterior and posterior muscles</p> <p>2.5 Describe the principles of how fibres and skeletal muscles work</p> <p>2.6 Describe different types of muscle contraction</p> <p>2.7 Name the joint actions brought about by specific muscles</p> <p>2.8 Identify different types of muscle fibre and their function.</p> <p>2.9 Identify muscle fibre types used in relation to aerobic and anaerobic work</p> <p>2.10 Recognise the structure of the nervous system</p> <p>2.11 State the function of the nervous system</p> <p>2.12 Describe the immediate and long-term effects of exercise on the neuromuscular system</p> <p>2.13 Recognise changes to the neuromuscular system throughout a person's lifespan</p> | <p>Types of muscle tissue may include:</p> <ul style="list-style-type: none"> • Cardiac muscle • Smooth muscle • Skeletal muscle <p>Structure of skeletal muscle may include:</p> <ul style="list-style-type: none"> • Muscle fibres • Actin and myosin • Connective tissue • Tendons <p>Types of muscle contraction may include:</p> <ul style="list-style-type: none"> • Isotonic – Concentric • Isotonic – Eccentric • Isometric <p>Types of muscle fibre may include:</p> <ul style="list-style-type: none"> • Type 1 • Type 2a • Type 2b |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|--|---|
| 3. Understand the cardiovascular and respiratory systems and the effects of exercise | 3.1 Describe the structure of the heart 3.2 Describe the function of the heart 3.3 Describe the structure and function of the blood and blood vessels 3.4 Describe the structure and function of the mitochondria 3.5 Describe the structure of the lungs 3.6 Describe the function of the lungs 3.7 Describe the action of the main muscles involved in breathing 3.8 Describe the passage of air through the respiratory tract 3.9 Describe gaseous exchange in the lungs 3.10 Describe gaseous exchange in the muscles 3.11 Describe systemic and pulmonary circulation 3.12 Explain the link between the heart, lungs, and the muscles 3.13 Explain blood pressure and the effects of exercise 3.14 Describe the immediate and long-term effects of exercise on the cardiovascular and respiratory systems 3.15 Recognise changes to the cardiovascular and respiratory systems throughout a person's lifespan | |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|---|---|--|
| 4. Understand how energy is produced in the body and the effects of exercise on energy production | 4.1 Recognise how adenosine triphosphate is broken down to produce energy for muscle contractions 4.2 Name the three main energy systems that produce ATP 4.3 Recognise the role of the main nutrients in the production of energy/adenosine triphosphate 4.4 Describe how the three energy systems are used during aerobic and anaerobic exercise 4.5 Identify the waste products of various forms of physical activity 4.6 Recognise the interaction of the energy systems during exercise 4.7 Recognise factors that influence the energy system used , to include: intensity, duration and individual fitness levels 4.8 Describe key terms in relation to exercise and energy production. | Three main energy systems may include: <ul style="list-style-type: none"> • Aerobic system • Lactate system • Phosphocreatine system Factors that influence the energy system used may include: <ul style="list-style-type: none"> • Intensity • Duration • Individual fitness levels Key terms may include: <ul style="list-style-type: none"> • Oxygen debt • Oxygen deficit • Steady state • VO₂max |
| 5. Understand the immune system | 5.1 Identify the main function of the immune system 5.2 Identify the roles of the innate and adaptive immune subsystems. 5.3 Explain the physiological regulation of the immune system, including the role of key variables 5.4 Describe the impact of exercise on the immune system | |
| 6. Understand body composition | 6.1 Describe the basic composition of the human body 6.2 Identify factors that affect body composition 6.3 Describe types of basic body composition measurement | |
| Assessment | Knowledge assessments | |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|---|--|--|
| <p>1. Understand the components of fitness and the principles of training</p> | <p>1.1 Define physical fitness</p> <p>1.2 Describe the components of health-related fitness</p> <p>1.3 Recognise the physiological effects of exercise on each component of fitness</p> <p>1.4 Describe the components of skill-related fitness</p> <p>1.5 Identify factors that affect health- and skill- related fitness</p> <p>1.6 Describe the principles of training</p> | <p>Components of health-related fitness may include:</p> <ul style="list-style-type: none"> • Cardiovascular endurance • Muscular strength • Muscular endurance • Flexibility • Body composition <p>Components of skill-related fitness may include:</p> <ul style="list-style-type: none"> • Speed • Reaction time • Agility • Balance • Co-ordination • Power <p>Principles of training may include:</p> <ul style="list-style-type: none"> • Frequency, intensity, time, type, adherence (FITTA) • Overload • Progression • Adaptation • Recovery • Specificity • Reversibility • Session phases • Resources • Scheduling |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|---|---|
| 2. Understand the reasons for and structure of a warm-up | 2.1 Explain the reasons for warming up 2.2 Describe the physiological changes that happen in the body during a warm-up 2.3 Identify activities that can be used in a warm-up component 2.4 Describe the components of a warm-up 2.5 Explain the importance of specific warm-up structures in relation to the type of chosen activity 2.6 Describe progression of a warm- up | Chosen activity may include <ul style="list-style-type: none"> • Cardiovascular • MSE |
| 3. Understand cardiovascular training | 3.1 Describe the aerobic - anaerobic continuum 3.2 Identify the benefits of cardiovascular training 3.3 Identify the physiological and health-related changes that occur because of cardiovascular training 3.4 Explain the difference between continuous and interval cardiovascular training, including the benefits of each training type 3.5 Identify the characteristics of aerobic and anaerobic activities 3.6 Explain how the principles of training apply to cardiovascular fitness 3.7 Describe different methods of monitoring intensity 3.8 Describe factors affecting an individual's ability to achieve a cardiovascular training effect 3.9 Describe the structure of the cardiovascular component of a health- related exercise session | Methods of monitoring intensity may include: <ul style="list-style-type: none"> • Heart rate monitoring • Rating of perceived exertion • Talk test Structure of the cardiovascular component may include: <ul style="list-style-type: none"> • Re-warm • Peak • Warm down |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|---|---|
| 4. Know how to monitor exercise intensity | 4.1 Describe different ways to monitor exercise intensity 4.2 Identify the advantages and disadvantages of different ways of monitoring exercise intensity 4.3 Calculate maximum heart rate estimation and training zones 4.4 Describe heart rate training zones 4.5 Explain how heart rate training zones relate to RPE and heart rate monitoring | Ways to monitor exercise intensity may include: <ul style="list-style-type: none"> • Heart rate monitoring • Rating of perceived exertion • Talk test |
| 5. Understand muscular strength and endurance training | 5.1 Describe the muscular strength and endurance (MSE) continuum 5.2 Identify the benefits of MSE training in relation to health-related fitness 5.3 Describe factors affecting an individual's ability to achieve MSE gains 5.4 Identify the physiological changes that occur as a result of MSE training 5.5 Explain how the principles of training apply to MSE training 5.6 Explain the importance of a whole- body approach to MSE training for health-related fitness 5.7 Identify a range of activities that will achieve an MSE training effect | |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|--|--|
| 6. Understand the reasons for and structure of a cool-down | 6.1 Explain the reasons for cooling down 6.2 Identify activities that can be used within a cool-down component 6.3 Describe the components of a cool-down 6.4 Describe the physiological changes that happen in the body during a cool-down 6.5 Explain the importance of specific cool-down structures in relation to the type of chosen activity | Chosen activity may include: <ul style="list-style-type: none"> • Cardiovascular • MSE |
| 7. Understand flexibility training | 7.1 Describe the range of movement continuum 7.2 Identify the physiological and health-related changes that occur because of stretching 7.3 Describe the different types of stretching (dynamic and static) 7.4 Describe the different methods of stretching (active and passive) 7.5 Describe key terms in relation to flexibility physiology 7.6 Explain how the other principles of training apply to flexibility 7.7 Explain the importance of a whole-body approach to stretching for health-related fitness 7.8 Identify factors affecting an individual's potential range of movement 7.9 Describe activities that improve range of movement | Key terms may include: <ul style="list-style-type: none"> • Stretch Reflex • Desensitisation • Muscle Creep (lengthening of muscle tissue) |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|--|---|
| 8. Understand progression of training | 8.1 Describe the physiological changes that occur in the body because of changes made to an exercise programme over a period of time 8.2 Describe the progressive change variables that can be used to apply overload 8.3 Explain the importance of providing an effective dose - response relationship according to the current ability of the individual | |
| Assessment | Knowledge assessments | |

Unit 3 H/650/8796 **Level: 2** **GLH: 40** **TQT: 45**
Unit Title: Principles of nutrition and lifestyle

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|---|--|
| 1. Understand links between physical activity and health | 1.1 Describe the relationship between physical fitness, health-related exercise, sports specific exercise and health 1.2 Describe the cardiovascular, muscular and flexibility-related benefits of physical activity and their relation to reducing the risk of disease 1.3 Describe the appropriate exercise activity required for health benefits and fitness benefits as per current reputable global Guidelines on Physical Activity and Sedentary Behaviour 1.4 Identify the agencies involved in promoting physical activity for health in the UK | Agencies may include: <ul style="list-style-type: none"> • Professional associations • Industry standards |
| 2. Understand the importance of a healthy lifestyle | 2.1 Explain the benefits of a healthy lifestyle 2.2 Explain the risks of an unhealthy lifestyle 2.3 Describe how to promote a healthy lifestyle 2.4 Identify sources of evidence-based, credible health information | How to promote a healthy lifestyle may include: <ul style="list-style-type: none"> • Healthy nutrition • Active lifestyle • Opportunities for physical activity in daily life • Discouraging smoking • Excessive alcohol intake • Relaxation • Stress management • Posture • Effects on health and wellbeing |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|--|---|
| 3. Understand basic nutrition and hydration | 3.1 Identify common dietary sources of the key nutrients 3.2 Explain the role of macronutrients as fuels for aerobic and anaerobic metabolism 3.3 Identify the number of kilocalories in one gram of carbohydrate, fat, protein and alcohol 3.4 Describe the principle of the balance of energy input (energy intake) and energy output (energy expenditure) 3.5 Explain the importance of maintaining proper hydration before, during and after exercise | Key nutrients may include: <ul style="list-style-type: none"> • Carbohydrates • Lipids • Proteins • Vitamins • Minerals • Dietary fibre Macronutrients may include: <ul style="list-style-type: none"> • Carbohydrates • Fats • Proteins |
| 4. Understand the importance of healthy eating | 4.1 Describe the key healthy eating advice that underpins a healthy diet 4.2 Describe the food guidelines according to official UK information/agencies 4.3 Explain the energy balance equation and how this relates to healthy weight management 4.4 Define the key terms in relation to body composition 4.5 Describe the health implications of variations in body fat distribution patterns and the significance of waist-to-hip ratio 4.6 Explain the relationship between body composition and health, including the effects of diet plus exercise and diet alone as methods for modifying body composition 4.7 Explain myths and consequences associated with inappropriate weight loss methods. | Key terms may include: <ul style="list-style-type: none"> • Obesity • Overweight • Percentage of body fat • Lean body mass • Body fat distribution |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|---|---|
| 5. Understand basic stress management techniques | 5.1 Define eustress and distress 5.2 Explain the implications of distress on health and wellbeing 5.3 Describe possible relaxation techniques 5.4 Identify the symptoms of anxiety and depression that may necessitate referral to a medical or mental health professional | |
| 6. Understand basic behaviour change and habit formation | 6.1 Identify the basic principles of behaviour change 6.2 Identify the basic principles of habit formation 6.3 Apply the basic principles of behaviour change 6.4 Apply the basic principles of habit formation | |
| Assessment | Knowledge assessments | |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|---|---|
| 1. Understand hazards and risks in a fitness environment | 1.1 Describe the differences between a ‘hazard’ and a ‘risk’ 1.2 Identify the common hazards that may occur in a fitness environment 1.3 Identify the five steps of risk assessment 1.4 Describe how to deal with common hazards and manage risk in a fitness environment 1.5 Identify the requirements of Reporting of Injuries and Dangerous Occurrence Regulations (RIDDOR) and how it relates to employers and employees 1.6 Identify the types of incidents that would require reporting as per the RIDDOR requirements | |
| 2. Understand normal and emergency operating procedures in the workplace | 2.1 State the importance of having written systems of work 2.2 Describe the key areas that should be included in a normal operating procedure 2.3 Describe the key areas that should be included in an emergency action plan 2.4 Describe the information needed to respond appropriately to a medical emergency | Written systems of work may include: <ul style="list-style-type: none"> • Normal operating procedures (NOPs) • Emergency action plans (EAPs) • Risk assessments |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|--|---|
| 3. Understand how to maintain a safe and effective fitness environment | 3.1 Identify information to be provided to key staff members and how to record this information 3.2 Describe the appropriate checks required to maintain the safety of a gym environment and equipment 3.3 Identify how to supervise a gym environment to ensure member safety | |
| 4. Understand the cleaning requirements in fitness environments | 4.1 Describe how a fitness facility maintains standards of cleanliness 4.2 List a range of cleaning substances used in a fitness environment 4.3 Identify the types of personal protective equipment that are necessary for cleaning operations in a fitness environment 4.4 Describe how to maintain the safety of customers and other staff when carrying out cleaning operations 4.5 Describe how to show courtesy and consideration to customers when carrying out cleaning operations. 4.6 Describe the procedures for the disposal of waste from cleaning operations 4.7 Explain the importance of the safe storage and maintenance of cleaning equipment 4.8 Describe how to deal with spillages, breakages and waste in a fitness environment | Cleaning substances may include: <ul style="list-style-type: none"> • Polish • Disinfectant • Bleach • Sanitiser • Toilet cleaner • Glass and mirror cleaner • Floor cleaner • Lime scale remover Personal protective equipment may include: <ul style="list-style-type: none"> • Rubber gloves • Eye protection • Face mask |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|---|---|---|
| 5. Understand safe working practices relating to the Control of Substances Hazardous to Health (COSHH) regulations. | 5.1 Identify the types of substance commonly used in a fitness facility that would be covered by COSHH 5.2 List the problems caused by hazardous substances 5.3 Identify the requirements of employers and employees, as stated in the COSHH Regulations 5.4 List the types of information provided in COSHH assessments 5.5 Describe why COSHH assessments are important | |
| Assessment | Knowledge assessments | |

Unit 5 K/650/8798 **Level: 2** **GLH: 25** **TQT: 30**
Unit Title: Professionalism and customer care

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|---|---|---|
| 1. Understand the legal and professional requirements for fitness coaching | 1.1 Describe the legal responsibilities and accountabilities when dealing with the public 1.2 Explain the insurance requirements when working as a fitness instructor 1.3 Describe the absolute Duty of Care fitness instructors must be aware of in their working environment 1.4 Describe the scope of practice of a fitness instructor 1.5 Describe the relevant UK standards and guidelines | for antenatal may include: <ul style="list-style-type: none"> • Reduction in hypertensive disorders |
| 2. Understand how a fitness coach can help customers to have a positive exercise experience | 2.1 Describe the basic principles of customer service 2.2 Explain the importance of being service oriented 2.3 Compare the differing needs of fitness facility customers 2.4 Identify ways that an instructor can help customers have a positive exercise experience | |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|---|--|---|
| 3. Understand the skills and behaviours needed to deliver effective customer care | 3.1 Describe the common characteristics of people/ individuals who provide excellent customer care 3.2 Describe the features of personal, presentation that will make a positive impression on customers 3.3 Describe the attitude required when dealing with customers 3.4 Describe how to carry out routine customer care tasks in a way that shows consideration for customers 3.5 Identify ways that an instructor can positively influence customer retention 3.6 Identify ways that an instructor can build a rapport with customers 3.7 Explain the importance of the instructor making themselves available and approachable to users 3.8 Give examples of when it is appropriate to take the initiative in approaching customers 3.9 Explain the facilitator role of the professional regarding the adaptation process for each individual, especially at the beginning of the training process | |
| 4. Understand the value of first impressions | 4.1 Explain the importance of making a positive first impression on customers 4.2 Describe ways of creating a positive first impression when communicating with customers | |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|---|--|---|
| 5. Understand how to communicate clearly and effectively with customers | 5.1 Identify different methods of communication, to include verbal and non-verbal methods 5.2 Identify positive body language 5.3 Identify negative body language 5.4 Describe different methods of effective and efficient communication in a range of situations 5.5 Describe the communication approaches that will make a positive impression on customers 5.6 Explain why a consistent positive attitude and approach to customers is vital to an organisation | |
| 6. Understand how to be polite and approachable with customers | 6.1 Outline appropriate ways to meet and greet customers politely and confidently 6.2 Explain why it is important to respond to customers within an appropriate timescale 6.3 Explain how to acknowledge customers, even when busy 6.4 Describe how to work in a way that demonstrates to customers enthusiasm and a willingness to help | |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|---|---|
| 7. Understand how to interact with customers in different situations | 7.1 Identify the personal qualities required to deal with customer problems 7.2 Describe how to communicate with dissatisfied customers 7.3 Describe the skills required to deal with potentially volatile or unpleasant situations 7.4 Identify responses and actions that may make problems worse 7.5 Describe how to adapt their communication style, attitude and response to meet individual customer needs 7.6 Describe how to inform customers when promises cannot be kept because of unforeseen circumstances 7.7 Explain how and when to refer problems to a senior colleague 7.8 Explain how to communicate with exercise customers using online tools 7.9 Describe the benefits and risks of using social media platforms for fitness instructors | |
| Assessment | Knowledge assessments | |

Unit 6 L/650/8799 **Level: 2** **GLH: 30** **TQT: 35**
Unit Title: Conducting client consultations

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|---|--|
| <p>1. Know how to consult and support clients to change exercise behaviour and gain motivation</p> | <p>1.1 Identify the appropriate methods for screening and gathering information from clients and gaining their informed consent to exercise</p> <p>1.2 Explain the importance of gathering information prior to the start of the session in relation to the participant and their needs.</p> <p>1.3 Recognise the risk-stratification models used to assess risk</p> <p>1.4 Describe the barriers and motivators to changing exercise behaviour</p> <p>1.5 Explain how to learn individual reasons or motives behind people's exercise goals</p> <p>1.6 Outline strategies for overcoming barriers and building client motivation</p> <p>1.7 Define extrinsic and intrinsic reinforcement</p> <p>1.8 Explain how to use communication and interview skills to support clients at different stages of changing exercise behaviour</p> <p>1.9 Recognise different approaches to supporting clients in changing their exercise behaviour</p> <p>1.10 Describe the stages of change of the Prochaska and Di Clemente Trans-theoretical model and use basic motivational strategies for different stages</p> <p>1.11 Explain the importance of a good communication strategy regarding the training adaptation process</p> | <p>Importance of gathering information may include:</p> <ul style="list-style-type: none"> • Reasons for screening • The advantages and disadvantages of verbal and written screening • The purpose of the PAR-Q and informed consent as a health and safety requirement • Participant expectations and motivation • Levels of previous exercise participation and current level of ability <p>Different approaches may include:</p> <ul style="list-style-type: none"> • Motivational interviewing • A trans-theoretical model • Rewards • Cognitive reframing |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|---|--|
| 2. Know how to develop client-based goals | 2.1 Explain how SMART (specific, measurable, achievable, relevant/realistic and time-bound) goals can be used to support clients to change their exercise behaviour 2.2 Differentiate between goals for adherence and performance 2.3 Identify safe and realistic timeframes for the achievement of client physical goals 2.4 Identify ways to monitor and review client progress 2.5 Identify the appropriate methods for recording and storing client information 2.6 Identify other professionals who can support the client when their needs go beyond the scope of practice 2.7 Recognise when to refer or signpost a client to other professionals | Goals may include: <ul style="list-style-type: none"> • Process • Outcome • Lifestyle • Physical activity |
| 3. Understand how technology can be used to support exercise adherence | 3.1 Identify technologies that can be used to support exercise adherence 3.2 Identify ways that technology can be used to motivate clients and help them achieve their goals 3.3 Explain how to deliver a fitness session using basic online tools | |
| 4. Know the established protocols for health screening and fitness assessment of gym-based clients | 4.1 List the health-screening measurements that are relevant to gym-based clients 4.2 Describe the established protocols for health-screening measurements that are relevant to gym-based clients 4.3 Describe the established protocols for fitness assessments that are relevant to gym-based clients | Health-screening measurements may include: <ul style="list-style-type: none"> • Height and weight • Body mass index • Waist to hip ratio • Resting heart rate • Blood pressure |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|---|--|
| 5. Be able to carry out health-screening and assessments | 5.1 Use suitable tools (PARQ /risk stratification) to accurately determine if the client is within scope of practice 5.2 Select health screening assessments that are suitable and relevant for the client, their needs, wants and goals 5.3 Follow the established protocols to safely, effectively and accurately carry out the health screening assessments 5.4 Record and store all information and results appropriately with confidentiality and data protection requirements met | Health-screening measurements may include: <ul style="list-style-type: none"> • Height and weight • Body mass index • Waist to hip ratio • Resting heart rate • Blood pressure |
| 6. Be able to demonstrate effective communication and customer care skills | 6.1 Prepare a positive and professional consultation environment that encourages open communication 6.2 Present politely and positively to the client throughout consultation 6.3 Communicate clearly with the client and put them at ease 6.4 Explain the role of the fitness instructor in the client's exercise journey 6.5 Use open questions to encourage the client to respond with detailed answers 6.6 Use follow-up questions to encourage the client to elaborate on a response 6.7 Provide the appropriate advice and guidance for the client in response to the information gathered 6.8 Use appropriate non-verbal communication and active listening techniques to develop a rapport with the client | |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|--|---|
| 7. Be able to effectively gather information and action plan | 7.1 Check client readiness to exercise. 7.2 Identify client barriers to exercise and identify appropriate strategies to address them. 7.3 Identify client goals, needs, wants and motivators. 7.4 Design basic SMART (specific, measurable, achievable, realistic/relevant and time-bound) goals that address client needs, wants and motivators. 7.5 Identify the appropriate review points to monitor client progress. | |
| Assessment | Knowledge assessment Observation and questioning | |

Unit 7 A/650/8800 **Level: 2** **GLH: 65** **TQT: 80**
Unit Title: Planning and delivering fitness sessions

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|---|---|
| 1. Know how to provide safe and effective exercise | 1.1 Explain how variables relates to safe exercise 1.2 Identify parameters/guidelines that can be applied to ensure safe and effective movements when considering each of the variables in 1.1 1.3 Identify ways to reduce the risks associated with unsafe exercise 1.4 Explain the importance of being a role model in relation to exercise performance and technique | Variables may include: <ul style="list-style-type: none"> • Individual fitness levels • Posture • Range of Motion • Body type • Movement control • Intensity • Temperature • Form • Timing • Skeletal alignment • Previous injury • Exercise history |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|---|---|--|
| 2. Know how to plan a safe and effective progressive gym-based exercise session | 2.1 Recognise a safe and effective session structure 2.2 Identify safe and effective exercises/equipment for inclusion in a gym-based session 2.3 Recognise the signs and symptoms of over-exertion and the potential acute negative effects of exercise 2.4 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different client needs 2.5 Explain the relevance of physiological changes occurring in the body and how to progress exercises over a period of time 2.6 Describe the progressive changes that can be made to a gym based exercise session and the principles of training that could be applied 2.7 Identify the skills necessary and structure of group inductions | Progressive changes may include: <ul style="list-style-type: none"> • Frequency • Intensity • Time • Type • Adherence Principles of training may include: <ul style="list-style-type: none"> • Specificity • Progressive • Overload • Progression |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|---|--|---|
| <p>3. Be able to safely and effectively coach a range of exercise modes</p> | <p>3.1 Plan safe and effective exercises</p> <p>3.2 Instructed correct technique with safe use of equipment and environment</p> <p>3.3 Used an appropriate teaching sequence</p> <p>3.4 Explain modifications, adaptations or alternatives to progress and regress specific exercises</p> <p>3.5 Use an appropriate teaching position to enable the observation and correction of client technique</p> <p>3.6 Provide clear, timely and accurate instruction to improve client's performance, motivate and encourage independence</p> <p>3.7 Monitor exercise intensity using the appropriate methods</p> <p>3.8 Adapt the exercise appropriately for the client when necessary (as applicable)</p> <p>3.9 Instruct safe and effective lifting, passing and spotting techniques that are appropriate</p> <p>3.10 Gain feedback from the clients to check understanding of their performance</p> | <p>Exercises may include:</p> <p>Cardiovascular machines:</p> <ul style="list-style-type: none"> • Treadmill • Rower • Stepper • Upright bike • Recumbent bike • Elliptic trainer • Cross trainer <p>Resistance machine lifts:</p> <ul style="list-style-type: none"> • Leg press • Leg extension • Leg curl • Seated and standing calf raise • Bench press • Pec dec • Pullover • Shoulder press • Lateral raise • Upright row • Seated row • Lat pulldown • Biceps curl • Triceps pushdown • Hip extension • Seated abduction • Seated adduction |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|---|---|
| | | <p>Standing free weights:</p> <ul style="list-style-type: none"> • Dead lift • Upright row • Front raise • Bicep curl • Lateral raise • Squat • Lunge • Shoulder press • Triceps extension <p>Seated free weights</p> <ul style="list-style-type: none"> • Bench press (flat/incline) • Lying triceps extension • Single arm row • Bent arm pullover • Supine dumbbell flies • Dumbbell chest press • Dumbbell prone flies or prone row |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|---|--|---|
| <p>4. Be able to deliver safe and effective exercise with groups in the gym environment</p> | <p>4.1 Identify the types of hazards that can occur during a group session in a gym environment and how to minimise the risks</p> <p>4.2 Prepare the equipment and facilities for a gym-based group session in the gym environment</p> <p>4.3 Coach/demonstrate technically correct exercises and give accurate instructions</p> <p>4.4 Provide feedback and correction in a clear and positive manner</p> <p>4.5 Communicate clearly with the participants during the session</p> <p>4.6 Motivate participants appropriately</p> <p>4.7 Utilise facilities and/or equipment safely during the session</p> <p>4.8 Deliver a safe gym-based group session in a gym environment to all participants</p> | <p>Types of hazards may include:</p> <ul style="list-style-type: none"> • Facilities • Equipment • Clients • Client behaviour • Security • Hygiene |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|---|---|
| 5. Be able to plan a gym session | 5.1 Design a 45–60-minute gym programme that would meet the current ability of the individual client 5.2 Design a gym programme that would meet the goals of the individual client 5.3 Select safe and effective exercises and equipment for the warm-up component 5.4 Select safe and effective exercises and equipment for the main component 5.5 Select safe and effective exercises and equipment for the cool-down component 5.6 Select exercise that are functional for the client and their abilities 5.7 Record the gym programme in an appropriate format to assist the client’s understanding 5.8 Identify key teaching/coaching points for selected CV exercise(s) 5.9 Identify key teaching/coaching points for selected resistance or functional exercise(s) 5.10 Identify suitable exercise progressions, regressions and alternatives for selected CV exercise(s) 5.11 Identify suitable exercise progressions, regressions and alternatives for selected resistance or functional exercise(s) 5.12 Identify how to suitably modify a gym programme over time | |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|---|---|
| 6. Be able to prepare for and start a gym programme | 6.1 Prepare the environment and checked the equipment for the session to ensure that the safety of the client is maintained 6.2 Verbally screen the client to check readiness to participate 6.3 Explain the appropriate health and safety considerations to the client. 6.4 Explain the physical and technical demands of the planned exercises and components | |
| 7. Be able to deliver a gym programme | 7.1 Instruct correct technique with safe use of equipment and environment 7.2 Use an appropriate teaching sequence 7.3 Explain modifications, adaptations or alternatives to progress and regress specific exercises 7.4 Use an appropriate teaching position to enable the observation and correction of client technique 7.5 Provide clear, timely and accurate instruction to improve the client's performance, motivate and encourage independence 7.6 Monitor exercise intensity using appropriate methods 7.7 Adapt the exercises appropriately for the client when necessary 7.8 Instruct appropriate, safe and effective lifting, passing and spotting techniques 7.9 Gain feedback from the clients to check understanding of their performance 7.10 Establish and maintained an effective working relationship with the client 7.11 Manage the timings of the gym programme effectively | |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|---|---|
| 8. Be able to gain feedback and end a gym programme | 8.1 Gather feedback from the client 8.2 Provide constructive feedback to the client summarising performance and progress 8.3 Respond accurately and appropriately to client questions 8.4 Check that the environment and equipment is left in good order | |
| 9. Be able to evaluate own practice | 9.1 Give examples of feedback provided by the client for use to review and evaluate practice 9.2 Describe ways in which the gym programme structure, selected exercises and the equipment used were safe and effective for meeting the client's needs 9.3 Describe ways to improve the gym programme content to meet the client's needs 9.4 Describe ways to improve choices of exercise and equipment to meet the client's needs 9.5 Describe ways in which instructional and communication skills were effective for meeting the client's needs 9.6 Describe ways in which instructional and communication skills could be improved to meet the client's needs 9.7 Identify strengths, weaknesses, opportunities and threats relating to fitness instructor practice 9.8 Set goals for personal and professional development | |
| Assessment | Knowledge assessments Case study | |

Unit 8 D/650/8801 **Level:** 2 **GLH:** 30 **TQT:** 35
Unit Title: Leisure team operations

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|---|---|---|
| 1. Know how leisure and fitness facilities operate and their business requirements | 1.1 Describe a typical business organisational structure, its vision, values, missions and goals 1.2 Identify typical fitness and Leisure activities, products and services offered by the leisure facility 1.3 Describe how to match products and services to different types of customers' needs 1.4 Identify how own area of work and that of colleagues could contribute toward achieving business targets | |
| 2. Know how to work and communicate with colleagues in a leisure and fitness facility | 2.1 Describe best practice in how to work in a team to support peers and colleagues to meet the goals of the business. 2.2 Use communication styles to accurately and effectively communicate in line with legal requirements | Communication styles may include <ul style="list-style-type: none"> • Written • Verbal |

| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i> |
|--|--|---|
| 3. Know how information technology (IT) is used in the leisure and fitness industry | 3.1 Select an information technology (IT) application that is used in the contemporary fitness/leisure sector 3.2 Provide an accurate overview of the chosen IT application 3.3 Identify the main functionality options and business purpose of the chosen IT application 3.4 Describe the benefits of the chosen IT application to an organisation in the fitness/leisure sector 3.5 Describe how the chosen IT application could enhance the customer experience if effectively utilised 3.6 Explain how they could be involved in/contribute towards the system should they be employed in a relevant role as Fitness Instructor or leisure team member | Information technology application may include: <ul style="list-style-type: none"> • IT systems • Operating procedures • Social media campaigns • Digital applications |
| 4. Know how to set up, take down and store equipment in the leisure and fitness industry | 4.1 Know how to assemble, dismantle and store different types of equipment commonly used in the fitness and leisure sector | Different types of equipment may include <ul style="list-style-type: none"> • Simple • Complex • Heavy • Powered |
| Assessment | Knowledge assessment Assignment | |

FOR OFFICE USE ONLY

| VERSION NUMBER | DATE | NOTES |
|----------------|------------|--------------------|
| AIQ006708 | 14/08/2024 | DOCUMENT PUBLISHED |
| | | |
| | | |

Active

Quorum Park
Q6 Benton Lane
Newcastle upon Tyne
NE12 8BT



T 01480 467 950
F 01480 456 283
info@activeiq.co.uk
www.activeiq.co.uk



Active IQ wishes to emphasise that whilst every effort is made to ensure accuracy, the material contained within this document is subject to alteration or amendment in terms of overall policy, financial or other constraints. Reproduction of this publication is prohibited unless authorised by Active IQ Ltd. No part of this document should be published elsewhere or reproduced in any form without prior written permission.