

NVQ Diploma in Personal Training



Support Pack

Learner Assessment Record



Level 3

Level 2

Level 1



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Learner Assessment Record

CYQ Level 3 NVQ Diploma in Personal Training

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Contents

Introduction	4
About CYQ.....	4
UK Level 3 Personal Trainer Occupational Descriptor	5
Occupational Description.....	5
Occupational Roles	5
Occupational Competence	6
Your Learner Assessment Record.....	7
What is an NVQ Diploma?	7
Entry Requirements	7
Who will be involved in your NVQ Diploma?	8
The Structure of NVQ Diplomas.....	9
Additional Information	9
CYQ Level 2 NVQ Diploma in Personal Training	10
Compiling Your Portfolio	11
How will you be assessed.....	12
Cross Referencing Your Portfolio	12
C22 Promote health, safety and welfare in active leisure and recreation	16
Assessment requirements and guidance	18
Unit Completion record.....	19
Assessor Comments	19
C317 Motivate clients to maintain long term adherence to exercise and physical activity	20
Assessment requirements and guidance	22
Unit Completion record.....	23
Assessor Comments	23
A335 Reflect on and develop own practice in providing exercise and physical activity	24
Assessment requirements and guidance	26
Unit Completion record.....	27
Assessor Comments	22

A335 Reflect on and develop own practice in providing exercise and physical activity.....	28
Assessment requirements and guidance	30
Unit Completion record.....	31
Assessor Comments	31
D460 Design, manage and adapt a personal training programme with clients	32
Assessment requirements and guidance	35
Unit Completion record.....	37
Assessor Comments	37
D461 Deliver exercise and physical activity as part of a personal training programme.....	38
Assessment requirements and guidance	41
Unit Completion record.....	43
Assessor Comments	43
D462 Apply the principles of nutrition to support client goals as part of an exercise and physical activity	44
Assessment requirements and guidance	46
Unit Completion record.....	47
Assessor Comments	47
B242 Plan, market and sell services in active leisure (Optional Unit).....	46
Assessment requirements and guidance	50
Unit Completion record.....	51
Assessor Comments	51
Notes:	52

Introduction

About CYQ



Central YMCA Qualifications (CYQ) is the UK's leading awarding body for health, fitness and wellbeing qualifications. We develop and award a diverse suite of qualifications that are delivered through a range of institutions including private training providers, universities, colleges, prisons and schools.

Our suite of qualifications is highly respected amongst industry experts and employers both in the UK and internationally. For more information visit www.cyq.org.uk

You will gain 39 credits in the Qualifications and Credit Framework (QCF).



Level 3 NVQ Diploma in Personal Training

Your qualification will also give you entry to the Register of Exercise Professionals at Level 3 see www.exerciseregister.org

UK Level 3 Personal Trainer Occupational Descriptor

Occupational Description

A fitness instructor/personal trainer's role includes designing and implementing exercise programmes for a range of individual clients by collecting and analysing client information to ensure the effectiveness of personal exercise programmes. A personal trainer should also actively encourage potential clients/members to join and adhere to regular exercise programmes, employing appropriate motivational strategies to achieve this.

Occupational Roles

The personal trainer should be involved in:

1. Collecting information relating to individual clients
2. Carrying out fitness assessments to establish client fitness and skill level
3. Analysing information relating to individual clients
4. Identifying, agreeing and reviewing short, medium and long term goals to ensure the effectiveness of exercise programmes
5. Providing a range of exercise programmes in accordance with the needs of the clients by applying principles of exercise programming
6. Making best use of the environment in which clients are exercising
7. Providing clients with accurate information on the principles of nutrition and weight management
8. Developing and applying strategies to motivate clients to join and adhere to an exercise programme
9. Acting as a positive role model for all clients
10. Proactively interact and develop positive relationships with client in order to facilitate client retention
11. Promoting healthy activities and related strategies for daily living to clients/members
12. Keeping up to date with health and fitness industry developments to ensure high standards of programmes that meet client needs in the short, medium and long term
13. Making the appropriate decisions relating to clients and their programmes/goals and, where required, refer the client to a more appropriate professional
14. Working within the parameters given at Level 3, recognising the standards and professional limitations that this provides, referring to appropriate members of staff for guidance and support

Occupational Competence

Level 3 Personal Trainer should:

1. Be aware of their professional role boundaries as listed
2. Instructors should give guidance to encourage special population clients* to follow the key safety guidelines and discourage them from anything deemed to be potentially hazardous/contraindicated to enable them to take part in sessions

*Special population clients including:

- 14-16 year old young people
 - disabled people
 - older people (50+)
 - ante and postnatal women
3. Get advice from another appropriate professional if there are any objectives, physical activities or risks that fall outside their professional boundaries or that they do not feel competent to deal with and/or refer on to the appropriate person

Level 3 Personal Trainers should not:

1. Instructors who do not possess the appropriate special population qualification/s (in older adults, ante/postnatal women and disabled people) are NOT qualified to:
 - Be a specialist instructor in the area of special populations, or advertise as such
 - Instruct special population clients 1:1 or in groups on a regular or progressive basis
 - Plan a progressive, long-term special populations exercise or physical activity programme
 - Play any role in exercise or physical activity programming or monitoring in condition management on a 1:1 or group basis. (For this, a Level 3 Exercise Referral qualification is required and for certain conditions, where national occupational standards are in place, a Level 4 qualification)
2. Prescribe any form of exercise session or individual exercise that they have not been trained to deliver/teach effectively
3. Instruct exercise in disciplines in which they are not qualified or where they do not hold appropriate endorsed training (e.g. a Level 2 fitness instructor should not 'cover' an ETM class or a spinning class if they do not hold the appropriate certificates)
4. Provide prescriptive nutritional advice or develop bespoke individualised nutrition plans for clients unless they hold an appropriate nutritional qualification

Your Learner Assessment Record

Your learner assessment record is designed to support the assessment of your CYQ level 3 NVQ Diploma in Personal Training. It contains all the paperwork you, your tutor and assessor need to complete the Diploma.

You will share the learner assessment record with your tutor and assessor who will use the paperwork contained within it to assess you throughout the duration of your training. This document is an essential part of your assessment and should be kept safely. Your tutor and assessor will guide you as to which forms you need at a particular time, and how they should be used and completed.

Upon successful completion of the CYQ level 3 NVQ Diploma in Personal Training you will gain a certificate and be able to work as a personal trainer. For details of what this qualification equips you to do see the occupational descriptor.

The paperwork within this learner assessment record is designed to be used by you and your assessor to enabling you to create evidence that demonstrates your achievement of this qualification.

Accompanying this pack is the CYQ Level 3 NVQ Diploma Learner Assessment Record Support Pack (Personal Training) available from resources@cyq.org.uk. This pack contains assessment forms that can be used by you and your assessor when building your portfolio.

What is an NVQ Diploma?

An NVQ Diploma is a work related, competence based qualification. NVQ Diplomas demonstrate an individual's ability to do their job properly and effectively in the field of work that the NVQ Diploma represents. The qualification is a diploma due to the number of credits you are awarded when you complete the qualification.

Entry Requirements

You will need a Certificate in Fitness Instructing (Gym-based Exercise) or equivalent, or an NVQ Diploma in Exercise and Fitness (Gym-based Exercise) or equivalent.

Who will be involved in your NVQ Diploma?

Awarding Body -the organisation that accredits NVQ Diplomas and issues certificates. Your Awarding Body is Central YMCA Qualifications (CYQ).

The Centre - is approved by CYQ and could be your place of work, college, training provider or a combination of these.

The Tutor – will teach you aspects of your learning and may also assess you at certain points to establish if you are competent in a particular area.

The Assessor - will have experience in your area of work and be responsible for judging when you are competent. You may have more than one assessor, but one will be responsible for your assessment in your place of work.

The Internal Verifier - maintains the quality of assessment within the centre.

The External Verifier - represents CYQ. They will look at samples of your work to make sure it meets the required standard.

Witnesses - can report on aspects of your work to the assessor for activities that the assessor cannot be there to see. Witnesses must be able to demonstrate that they have the necessary expertise in the relevant area.

The Structure of NVQ Diplomas

This NVQ Diploma is made up of units that cover a particular aspect of the role of the job of the fitness instructor (see the structure diagram below). Some units are knowledge based:

Anatomy and Physiology for Exercise (Level 3)
Principles of Exercise, Fitness and Health (Level 2)

These do not need to be assessed in a work environment, whereas other units are competence based and will be assessed while you work. Some units mix knowledge and competence and it may be that you have already shown that you have the right knowledge having achieved a qualification that 'maps' to the knowledge in the unit; you will not need to demonstrate it again.

Each unit is broken down into learning outcomes which represent parts of a particular job or the knowledge to carry out a role. These learning outcomes are listed in each unit. The learning outcomes sometimes have statements outlining how to show that you can do your job doing different things in different circumstances (these are also listed in the units). For example, in the unit *Deliver Exercise and Physical Activity as Part of a Personal Training Programme* you will need to be able to plan and prepare individualised exercise sessions – this is the learning outcome. However, you need to do this with individuals and groups, both with specific fitness needs and general health needs, with two types of resources as listed in the unit. It is always worth bearing in mind what you must cover when planning your assessment.

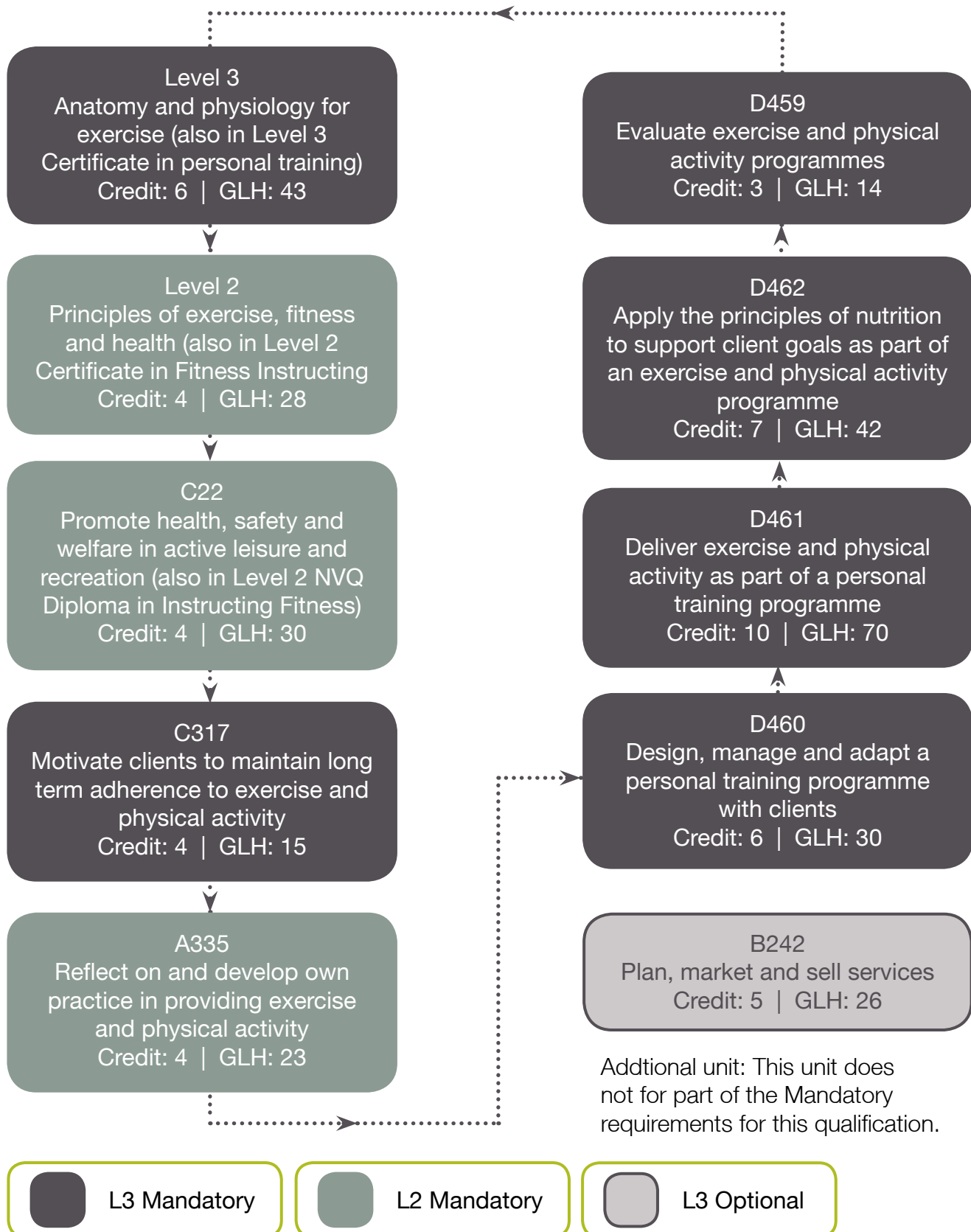
Additional Information

Most of the evidence in this portfolio must be generated in a real work environment – the gym in a health/leisure club or sports/leisure centre and with 'real' people, not a simulation such as would be encountered on a training course.

In each unit there is information on what should be assessed in order to meet the requirements of the NVQ Diploma. Sometimes simulated activities are allowed and these are stated at the beginning of each unit. In certain cases supplementary evidence can be used, this is also clearly stated in each unit.

CYQ Level 3 NVQ Diploma in Personal Training

For this NVQ Diploma you will have to complete all of these units.



Compiling Your Portfolio

Guided by your assessor, over a period of time, you will put evidence into your portfolio. You must demonstrate your competence in the workplace to the learning outcomes stated in the competence-based units, on more than one occasion. Your portfolio will show your assessor exactly how you met the standards.

A portfolio is a compilation of evidence that contains all the relevant information required to assess whether you have met the NVQ Diploma learning outcomes. When you are putting it together, use the following guidelines:

- Your assessor will guide you towards the types of evidence you need to collect to meet the learning outcomes (this should be recorded on an Assessment Plan)
- As you collect the evidence, allocate each piece of evidence a number and place it into the rear of the portfolio adding the title of the evidence to the evidence index
- Sign and date each piece of evidence – you may need to add an “evidence descriptor” to explain what the evidence is and how it was created
- Ensure all contents are kept safely and securely to avoid loss or damage
- Read the guidelines for each section prior to completion
- All evidence must be legible and presented in a logical format
- Ensure that the evidence is your own work and that it is relevant to the learning outcome (if in doubt ask your assessor)

How you will be assessed

- Theory assessments for Anatomy and Physiology for Exercise (level 3)
- Performance at Work (Observation) - your assessor will observe you working and will record the observation on an Assessor Report, judging your competence against the NVQ Diploma learning outcomes
- Products of Work – these are documents that you have produced or use in the workplace, such as programme cards, risk assessment documents etc.
- Witness Testimony - You may also provide written evidence from a manager, colleague or client who has witnessed you carrying out a particular task
- Reflective Account - You may write a ‘storyboard’ about when you have dealt with a particular task or situation (get your line manager or a colleague to sign the evidence confirming that the event did actually take place)
- Tasks and Projects - you may be asked to undertake a particular task e.g. a simulated task, project, worksheet or case study
- Questioning - these may be oral or written and can be used to clarify your understanding and knowledge. Questioning may take the form of a professional discussion
- Please remember when submitting any documents which relate to other people, you need to consider the Data Protection Act by blanking out names or confidential information

NB – Other forms of presenting evidence can also be considered where appropriate e.g. audio, video and photographic.

Cross Referencing Your Portfolio

Each time you put a piece of evidence into your portfolio you should give it a number and a title. This then can be added to the evidence index which should be placed at the front of the portfolio. You and your assessor will then complete the Unit Completion Record. The following diagrams show how to complete the Unit Completion Record. You should ensure that the portfolio is clearly referenced and easy to follow.

The following shows you how the units and the unit completion record in this pack work:



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

Learning outcomes 'The learner will':

1. Know how to promote health, safety and welfare in active leisure and recreation
2. Know how to control risks in active leisure and recreation
3. Be able to help to control risks in the active leisure and recreation environment

These are the learning outcomes. Check to see which of them your piece of evidence covers.

When helping to control risks in the sport and activity environment, the learner must cover 4 of the following types:

a) hazards

1. unsafe facilities or environment
2. unsafe equipment
3. unsafe working practices
4. unsafe behaviour
5. use of hazardous substances
6. security breaches
7. situations likely to cause emotional distress

with 3 of the following types:

b) methods of control

1. dealing with the hazard personally
2. reporting the hazard to the relevant colleague
3. protecting others from harm

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

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

When helping to safeguard and protect children and vulnerable adults, the learner must cover 2 of the following types:

a) abuse (including bullying)

1. physical
2. emotional
3. neglect
4. sexual

This is what you must cover with your evidence to show how you can carry out different tasks in different circumstances.

6. Know how to deal with injuries and signs of illness

When dealing with injuries and signs of illness, the learner must cover 2 of the following types:

a) casualty

1. adult
2. child
3. person with particular needs

with 2 of the following types:

b) qualified assistance

1. qualified first aider
2. emergency services

with 2 of the following types:

c) condition

1. minor injury that can be dealt with on-site
2. minor illness that can be dealt with on-site
3. major injury requiring medical attention
4. major illness requiring medical attention
5. emotional distress

7. Know how to follow emergency procedures

8. Be able to follow emergency procedures

When following emergency procedures, the learner must cover 2 of the following types:

a) people involved

1. adults
2. children
3. people with disabilities

Unit Completion Record

Evidence										
Description	Date	No.	1	2	3	4	5	6	7	8
First Aid certificate	10/06/10	1		✓					✓	
Health, Safety and Welfare in a Fitness environment Certificate	01/07/10	2		✓		✓	✓	✓		
Observation record C22	30/07/10	3		✓	✓	✓	✓	✓		✓
Observation record C22	27/08/10	4		✓	✓		✓		✓	
Assessor questions	27/08/10	5								

The above example shows how you would reference a piece of evidence. The ticks show where the evidence has met the learning outcome.

Assessor Comments

This where the assessor will write his/her overall comments on your performance.

I confirm that all of the learning outcomes have and assessment criteria have been achieved for this unit.

Assessor Signature: Assessor

Date: 28/08/10

Learner Signature: Learner

Date: 28/08/10

Internal Verifier Signature: I Verifier

Date: 28/08/10

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

Unit Aim

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

Evidence of real work activity

There must be evidence that you have met all of the unit learning outcomes through your own work. This evidence must be gathered by the assessor observing you on more than one occasion. There should be sufficient observations to ensure that you have met all the requirements.

There must also be evidence that your work has also met the additional requirements listed under the specific learning outcomes where it states **you must cover**.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

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

Use of supplementary evidence

Supplementary evidence should only be used for items under 'Assessment requirements and guidance' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that you possess all of the knowledge and understanding shown in the Unit Learning Outcomes. In most cases this can be done by the assessor questioning you. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Linked units

This unit links to Health, Safety and Welfare in a Fitness Environment from the mandatory units of the Level 2 Certificate in Fitness instructing.

Mapping of other qualifications:

- If a learner has already achieved a Certificate in Fitness Instructing (Gym-based Exercise) – QCF or equivalent such as the unit Health, Safety and Welfare in a Fitness Environment, their prior learning can be applied to learning outcomes 1,2, 4, 6, 8. Some additional questioning by the assessor may be necessary
- Evidence of achievement of a first aid certificate will cover learning outcome 6. Some additional questioning by the assessor may be necessary

Types of evidence for this unit:

- Certificates of achievement for mapped qualifications
- Completion of CYQ Health, Safety and Welfare in a Fitness Environment unit worksheet*
- (C22) Observation Record (more than one occasion)*
- Professional Discussion Record*
- Record of assessor questioning*
- Assessor observations of simulated situations or practice emergency procedures (learning outcomes 7 and 9)
- Evidence of the learner taking part in practice emergency procedures (e.g. registers)
- Witness testimony (e.g. manager attesting to your participation in emergency procedures – real or simulated)
- Risk assessment reports
- Interview tapes and/or videos
- Discussion or written statement to identify how all information is treated confidentially
- Once you have collected your evidence you will need to collate it and cross reference it using the cross referencing documents

* = available in the Learner Assessment Record Support Pack

Assessment requirements and guidance

Learning Outcomes 1, 2, 4, 6 and 8 can be assessed by:

- Professional discussion
- Oral questions and answers
- Questions requiring written answers

Learning Outcomes 3, 5, 7 and 9 must be assessed using workplace evidence generated when the learner is promoting health, safety and welfare in active leisure and recreation

Learning outcomes 'The learner will':		
1. Know how to promote health, safety and welfare in active leisure and recreation		
2. Know how to control risks in active leisure and recreation		
3. Be able to help to control risks in the active leisure and recreation environment		
When helping to control risks in the sport and activity environment, the learner must cover 4 of the following types:	with 3 of the following types:	
a) hazards <ol style="list-style-type: none"> 1. unsafe facilities or environment 2. unsafe equipment 3. unsafe working practices 4. unsafe behaviour 5. use of hazardous substances 6. security breaches 7. situations likely to cause emotional distress 	b) methods of control <ol style="list-style-type: none"> 1. dealing with the hazard personally 2. reporting the hazard to the relevant colleague 3. protecting others from harm 	
4. Know how to help to safeguard and protect children and vulnerable adults		
5. Be able to help to safeguard and protect children and vulnerable adults		
When helping to safeguard and protect children and vulnerable adults, the learner must cover 2 of the following types:		
a) abuse (including bullying) <ol style="list-style-type: none"> 1. physical 2. emotional 3. neglect 4. sexual 		
6. Know how to deal with injuries and signs of illness		
When dealing with injuries and signs of illness, the learner must cover 2 of the following types:	with 2 of the following types:	with 2 of the following types:
a) casualty <ol style="list-style-type: none"> 1. adult 2. child 3. person with particular needs 	b) qualified assistance <ol style="list-style-type: none"> 1. qualified first aider 2. emergency services 	c) condition <ol style="list-style-type: none"> 1. minor injury that can be dealt with on-site 2. minor illness that can be dealt with on-site 3. major injury requiring medical attention 4. major illness requiring medical attention 5. emotional distress
7. Be able to deal with signs of injuries and illness		
8. Know how to follow emergency procedures		
9. Be able to follow emergency procedures		
When following emergency procedures, the learner must cover 2 of the following types:		
a) people involved <ol style="list-style-type: none"> 1. adults 2. children 3. people with disabilities 		

Unit completion record

Evidence											
Description	Date	No.	1	2	3	4	5	6	7	8	9

Assessor Comments

I confirm that all of the learning outcomes and assessment criteria have been achieved for this unit.

Assessor Signature: _____

Date: _____

Learner Signature: _____

Date: _____

Internal Verifier Signature: _____

Date: _____

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

Unit Aim

This unit covers the knowledge and competence that you need to motivate clients to maintain long term adherence to exercise and physical activity.

Evidence of real work activity

There must be evidence that you have met all of the requirements listed under 'the learner will be able to' through your own work. This evidence must be gathered by the assessor observing you on more than one occasion. There should be sufficient observations to ensure that you have met all the requirements.

There must also be evidence that your work has also met the additional requirements listed under the specific learning outcomes where it states **you must cover**.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of your work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is allowed for 2.10, 6.7 and 6.10, if there is no naturally occurring evidence available.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements and guidance' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that you possess all of the knowledge and understanding shown in the unit learning outcomes. In most cases this can be done by the assessor questioning you. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Linked units

This unit links to D460 and D461.

Mapping of other qualifications:

- If a learner has already achieved a level 2 Certificate in Fitness Instructing, a level 2 NVQ Diploma in Exercise and Fitness, or the level 2 QCF unit Know How to Support Clients who Take Part in Physical Activity their prior learning can be applied to learning outcome 5. Some additional questioning by the assessor may be necessary
- If a learner has already achieved a level 3 Certificate in Personal Training their prior learning can be applied to learning outcomes 1, 3 and 5. Some additional questioning by the assessor may be necessary

Types of evidence for this unit:

- Certificates of achievement for mapped qualifications
- C317 Observation Record*
- Professional Discussion Record*
- Record of assessor questioning*
- Witness Testimony
- Notes relating to Identification of strategies to prevent drop out or relapse
- Discussion or diary/year planner agreeing targets and review points
- Interview tapes and/or videos
- Written statements
- Once you have collected your evidence you will need to collate it and cross reference it using the cross referencing documents

* = available in the Learner Assessment Record Support Pack

Assessment requirements and guidance

Learning Outcomes 1, 3 and 5

These can be assessed by:

- Professional discussion
- Oral questions and answers
- Questions requiring written answers

Learning Outcomes 2, 4 and 6 must be assessed using workplace evidence generated when the learner is motivating clients to maintain long term adherence to exercise and physical activity.

Learning outcomes 'The learner will':

1. Understand how to establish and maintain an effective relationship with clients

2. Be able to establish and maintain an effective relationship with clients

When establishing and maintaining an effective relationship with clients the learner must cover 4 of the following types:

a) clients

1. individuals
2. groups
3. with specific fitness needs
4. with general health needs

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

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

When working with clients to develop and maintain adherence strategies the learner must cover 4 of the following types:

a) clients

1. individuals
2. groups
3. with specific fitness needs
4. with general health needs

5. Understand how to provide ongoing customer service to clients

6. Be able to provide ongoing customer service to clients

When providing ongoing customer service to clients the learner must cover 4 of the following types:

a) clients

1. individuals
2. groups
3. with specific fitness needs
4. with general health needs

Unit completion record

Evidence								
Description	Date	No.	1	2	3	4	5	6

Assessor Comments

I confirm that all of the learning outcomes and assessment criteria have been achieved for this unit.

Assessor Signature: _____

Date: _____

Learner Signature: _____

Date: _____

Internal Verifier Signature: _____

Date: _____

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

Unit Aim

This unit covers the knowledge and competence that you need to reflect on and develop your own practice in providing exercise and physical activity.

Evidence of real work activity

There must be evidence that you have met all of the unit learning outcomes through your own work.

There must also be evidence that your work has also met the additional requirements listed under the specific learning outcomes where it states **you must cover**.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'Assessment Requirements and Guidance' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that you possess all of the knowledge and understanding shown in the unit. In most cases this can be done by the assessor questioning you. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Linked units

This unit links to the Instructing Gym-Based Exercise unit from the mandatory units of the Level 2 Certificate in Fitness Instructing.

Mapping of other qualifications:

- If a learner has already achieved the Award in Employment Awareness in the Active Leisure Sector or equivalent their prior learning can be applied to learning outcome 1. Aspects of the Instructing Gym-based Exercise unit from the Certificate in Fitness Instructing could be applied as recognition of prior learning against learning outcomes 2 and 4.

Types of evidence for this unit:

- Completion of Session Evaluation Sheet*
- Completion of written questions – A335*
- Professional Discussion Record* (paper-based / audiovisual recording) – as an alternative to written questions
- Record of assessor questioning* – as an alternative to written questions
 - A combination of professional discussion, written questions and oral questioning could be used
- Evidence from your work showing you know how to:
 - Review your own professional practice on a regular basis
 - Keep up-to-date with developments in exercise and physical activity
 - Consider your own career goals
 - Develop a personal action plan that will help you to improve your professional practice and career prospects
 - Take part in relevant development activities as part of a personal action plan
 - Review your own progress in developing professional practice and career prospects and update the personal action plan accordingly. (This could include: records or observations of job chats, appraisals. A personal action plan. Evidence of your attendance at CPD events).
- Personal Action Plan*
- Once you have collected your evidence you will need to collate it and cross reference it using the cross referencing documents

* = available in the Learner Assessment Record Support Pack

Assessment requirements and guidance

Learning Outcomes 1, 2, and 4

These can be assessed by:

- Professional discussion
- Oral questions and answers
- Questions requiring written answers

Learning outcomes 'The learner will':

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

2. Understand how to reflect on own professional practice

3. Be able to reflect on own professional practice

When reflecting on own professional practice you must cover 1 of the following types:

a) clients

1. individuals
2. groups

4. Understand how to improve own professional practice and career opportunities

5. Be able to improve own professional practice and career opportunities

When improving own professional practice and career opportunities you must cover 6 of the following types:

a) aspects of professional practice

1. planning exercise
2. instructing exercise
3. observing and supporting clients
4. use of resources
5. communicating with clients
6. motivating clients

Unit completion record

Evidence							
Description	Date	No.	1	2	3	4	5

Assessor Comments

I confirm that all of the learning outcomes and assessment criteria have been achieved for this unit.

Assessor Signature: _____

Date: _____

Learner Signature: _____

Date: _____

Internal Verifier Signature: _____

Date: _____

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

Unit Aim

This unit covers the knowledge and competence that you need to evaluate exercise and physical activity programmes.

Evidence of real work activity

There must be evidence that you have met all of the requirements listed under 'the learner will be able to' through your own work. This evidence must be gathered by the assessor observing you on more than one occasion. There should be sufficient observations to ensure that you have met all the requirements.

There must also be evidence that your work has also met the additional requirements listed under the specific learning outcomes where it states **you must cover**.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of your work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements and guidance' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that you possess all of the knowledge and understanding shown in the unit learning outcomes. In most cases this can be done by the assessor questioning you. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Linked units

This unit links to A335, D460, D461, and D462.

Mapping of other qualifications:

- If a learner has already achieved a level 3 Certificate in Personal Training their prior learning can be applied to learning outcomes 1, 3 and 5. Some additional questioning by the assessor may be necessary

Types of evidence for this unit:

- Certificates of achievement for mapped qualifications
- D459 Observation Record*
- Professional Discussion Record*
- Record of assessor questioning*
- Session evaluations*
- Evaluation log
- Witness Testimony
- Discussion or diary/year planner agreeing targets and review points
- Interview tapes and/or videos
- Written statements
- Once you have collected your evidence you will need to collate it and cross reference it using the cross referencing documents

* = available in the Learner Assessment Record Support Pack

Assessment requirements and guidance

Learning Outcomes 1 and 3

These can be assessed by:

- Professional discussion
- Oral questions and answers
- Questions requiring written answers

Learning Outcomes 2 and 4 must be assessed using workplace evidence generated when the learner is evaluating exercise and physical activity programmes.

Learning outcomes 'The learner will':	
1. Understand how to work with clients to evaluate exercise and physical activity programmes	
2. Be able to work with clients to evaluate exercise and physical activity programmes	
3. Be able to reflect on own professional practice	
When working with clients to evaluate exercise and physical activity programmes the learner must cover 3 of the following types:	
a) clients <ol style="list-style-type: none"> 1. short-term 2. medium-term 3. long-term 	
4. Understand how to identify lessons for future practice	
When identifying lessons for future practice the learner must cover: all of the following types:	with 2 of the following types:
a) programme component <ol style="list-style-type: none"> 1. information gathering 2. planning 3. selection and structure of activities 4. programme management 5. programme monitoring 6. programme adaptation and progression 7. client relationship 8. client motivation and adherence 9. client satisfaction 	b) relevant people <ol style="list-style-type: none"> 1. colleagues 2. line manager 3. clients

Unit completion record

Evidence						
Description	Date	No.	1	2	3	4

Assessor Comments

I confirm that all of the learning outcomes and assessment criteria have been achieved for this unit.

Assessor Signature: _____

Date: _____

Learner Signature: _____

Date: _____

Internal Verifier Signature: _____

Date: _____

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

Unit Aim

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

Evidence of real work activity

There must be evidence that you have met all of the requirements listed under 'the learner will be able to' through your own work. This evidence must be gathered by the assessor observing you on more than one occasion. There should be sufficient observations to ensure that you have met all the requirements.

There must also be evidence that your work has also met the additional requirements listed under the specific learning outcomes where it states **you must cover**.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of your work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

There must be evidence that:

You have carried out appropriate screening (e.g. use of the PARQ and informed consent) and taken physical measurements as appropriate for the client, from the following:

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

You have demonstrated the ability to provide sensitive feedback and any relevant healthy lifestyle advice to clients (within the limits of your knowledge and competence) based on collected information and test results/'norms'.

You have planned a programme using cardiovascular machines.

You have planned for of a minimum of two of the following cardiovascular approaches to training:

- Interval
- Fartlek
- Continuous

You have planned a programme using the following types of equipment:

- Resistance machines
- Free weights; including barbells and dumbbells and cables where available

You have planned using different resistance machines and free weights, in a minimum of four of the following resistance approaches to training:

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

You have planned a programme to include a minimum of one core stability exercise (e.g.an exercise to improve muscles associated with stabilisation (local) and mobilisation (global)).

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

Simulation

Simulation is allowed for 2.7, if there is no naturally occurring evidence available.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements and guidance' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that you possess all of the knowledge and understanding shown in the unit learning outcomes. In most cases this can be done by the assessor questioning you. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Linked units

This unit links to D461.

Mapping of other qualifications:

- If a learner has already achieved a Certificate in Personal Training (QCF) or equivalent their prior learning can be applied to learning outcomes 1, 3, 5, 7 and 9, and to aspects of learning outcomes 2, 4, 6, 8 and 10. It should be noted that sufficient observation must still be carried out to meet the requirements of the standard outlined in *Evidence of real work activity* above. Some additional questioning by the assessor may be necessary

Types of evidence for this unit:

- Certificates of achievement for mapped qualifications
- D460 Observation Record*
- Physical Measurements Checklist*
- Professional Discussion Record*
- Record of assessor questioning*
- PAR-Q screening forms
- Evidence of informed consent
- GP referral letters (if appropriate)
- Referral letters to other professionals (if appropriate)
- Lifestyle questionnaires
- Session plans / programme cards* or other evidence of planning
- Evaluations and action plans
- Risk assessment reports
- Questionnaires/discussions relating to state of readiness, motivation and barriers to taking part in the planned activities (stage of change)
- Identification of strategies to prevent drop out or relapse (written or via discussion)
- Discussion or diary/year planner agreeing targets and review points
- Interview tapes and/or videos
- Discussion or written statement to identify how all information is treated confidentially
- Witness testimony
- Once you have collected your evidence you will need to collate it and cross reference it using the cross referencing documents

* = available in the Learner Assessment Record Support Pack

Assessment requirements and guidance

Learning Outcomes 1, 3, 5, 7 and 9

These can be assessed by:

- Professional discussion
- Oral questions and answers
- Questions requiring written answers

Learning Outcomes 2, 4, 6, 8 and 10 must be assessed using workplace evidence generated when the learner is designing, managing and adapting a personal training programme with clients.

Learning outcomes 'The learner will':

1. Understand how to collect and record information about clients

2. Be able to collect and record information about clients

When collecting and recording information about clients the learner must cover 6 of the following types:

a) information

1. personal goals
2. lifestyle
3. medical history
4. physical activity history
5. physical activity likes and dislikes
6. attitude, motivation to participate and barriers to participation
7. current fitness level
8. stage of readiness
9. posture and alignment
10. functional ability

with 2 of the following types:

b) clients

1. individuals
2. groups
3. with specific fitness needs
4. with general health needs

with 4 of the following types:

c) methods

1. interview
2. questionnaire
3. observation
4. physical/fitness assessments

3. Understand how to analyse information and agree goals with clients

4. Be able to analyse information and agree goals with clients

When analysing information and agreeing goals with clients the learner must cover 2 of the following types:

a) programme component

1. individuals
2. groups
3. with specific fitness needs
4. with general health needs

with 3 of the following types:

b) goals

- 1 general health and fitness
- 2 physiological
- 3 psychological
- 4 lifestyle
- 5 social
- 6 functional ability

5. Understand how to plan, prepare and manage a personal training programme with clients		
6. Be able to plan, prepare and manage a personal training programme with clients		
<p>When planning, preparing and managing a personal training programme with clients the learner must cover 4 of the following types:</p> <p>a) exercises/physical activities</p> <ol style="list-style-type: none"> 1. cardiovascular fitness 2. muscular fitness 3. flexibility 4. motor skills 5. core stability 6. circuit formats 	<p>with 2 of the following types:</p> <p>b) clients</p> <ol style="list-style-type: none"> 1. individuals 2. groups 3. with specific fitness needs 4. with general health needs 	<p>with 3 of the following types:</p> <p>c) goals</p> <ol style="list-style-type: none"> 1. general health and fitness 2. physiological 3. psychological 4. lifestyle 5. social 6. functional ability
7. Understand how to review progress with clients		
8. Be able to review progress with clients		
<p>When reviewing progress with clients the learner must cover 2 of the following types:</p> <p>a) clients</p> <ol style="list-style-type: none"> 1. individuals 2. groups 3. with specific fitness needs 4. with general health needs 	<p>with 4 of the following types:</p> <p>b) methods</p> <ol style="list-style-type: none"> 1. interviews 2. questionnaires 3. observation 4. physical/fitness assessments 	<p>with 3 of the following types:</p> <p>c) goals</p> <ol style="list-style-type: none"> 1. general health and fitness 2. physiological 3. psychological 4. lifestyle 5. social 6. functional ability
9. Understand how to adapt a personal training programme with clients		
10. Be able to review progress with clients		
<p>When adapting a personal training programme with clients the learner must cover 2 of the following types:</p> <p>a) clients</p> <ol style="list-style-type: none"> 1. individuals 2. groups 3. with specific fitness needs 4. with general health needs 	<p>with 3 of the following types:</p> <p>b) goals</p> <ol style="list-style-type: none"> 1. general health and fitness 2. physiological 3. psychological 4. lifestyle 5. social 6. functional ability 	<p>with 4 of the following types:</p> <p>c) exercises/physical activities</p> <ol style="list-style-type: none"> 1. cardiovascular fitness 2. muscular fitness 3. flexibility 4. motor skills 5. core stability 6. circuit formats

Unit completion record

Evidence												
Description	Date	No.	1	2	3	4	5	6	7	8	9	10

Assessor Comments

I confirm that all of the learning outcomes and assessment criteria have been achieved for this unit.

Assessor Signature: _____

Date: _____

Learner Signature: _____

Date: _____

Internal Verifier Signature: _____

Date: _____

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

Unit Aim

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

Evidence of real work activity

There must be evidence that you have met all of the requirements listed under 'the learner will be able to' through your own work. This evidence must be gathered by the assessor observing you on more than one occasion. There should be sufficient observations to ensure that you have met all the requirements.

There must also be evidence that your work has also met the additional requirements listed under the specific learning outcomes where it states **you must cover**.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of your work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

There must be evidence that:

You have instructed participants in the use of cardiovascular machines

You have instructed a minimum of two of the following cardiovascular approaches to training:

- Interval
- Fartlek
- Continuous

You have instructed participants in the use of the following types of equipment:

- Resistance machines
- Free weights; including barbells and dumbbells and cables where available

You have planned a programme using the following types of equipment:

- Resistance machines
- Free weights; including barbells and dumbbells and cables where available

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

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

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

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

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements and guidance' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that you possess all of the knowledge and understanding shown in the unit learning outcomes. In most cases this can be done by the assessor questioning you. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Linked units

This unit links to D460.

Mapping of other qualifications:

- If a learner has already achieved a Certificate in Personal Training (QCF) or equivalent their prior learning can be applied to learning outcomes 1, 3 and 5. Some additional questioning by the assessor may be necessary

Types of evidence for this unit:

- Certificates of achievement of mapped qualifications
- Observation Record – D461*
- Digital recordings of personal training sessions
- Professional Discussion Record*
- Record of assessor questioning*
- Programme cards / session plans
- Client testimony
- Witness testimony
- Once you have collected your evidence you will need to collate it and cross reference it using the cross referencing documents

* = available in the Learner Assessment Record Support Pack

Assessment requirements and guidance

Learning Outcomes 1, 3, 5 and 7

These can be assessed by:

- Professional discussion
- Oral questions and answers
- Questions requiring written answers

Learning Outcomes 2, 4, 6 and 8 must be assessed using workplace evidence generated when the learner is delivering exercise and physical activity as part of a personal training programme.

Learning outcomes 'The learner will':

1. Understand how to plan and prepare individualised exercise sessions

2. Be able to plan and prepare individualised exercise sessions

When planning and preparing individualised exercise sessions the learner must cover 3 of the following types:

a) clients

1. individuals
2. groups
3. with specific fitness needs
4. with general health needs

with 2 of the following types:

b) resources

1. environment for the session
2. portable equipment
3. fixed equipment

with 4 of the following types:

c) exercises

1. cardiovascular fitness
2. muscular fitness
3. flexibility
4. motor skills
5. core stability
6. circuit formats

3. Understand how to prepare clients for individualised exercise sessions

4. Be able to prepare clients for individualised exercise sessions

When preparing clients for individualised exercise sessions the learner must cover 2 of the following types:

a) clients

1. individuals
2. groups
3. with specific fitness needs
4. with general health needs

with 5 of the following types:

b) goals

1. general health and fitness
2. physiological
3. psychological
4. lifestyle
5. social
6. functional ability

with 4 of the following types:

c) exercises

1. cardiovascular fitness
2. muscular fitness
3. flexibility
4. motor skills
5. core stability
6. circuit formats

5. Understand how to teach and adapt planned exercises

6. Be able to teach and adapt planned exercises

<p>When teaching and adapting planned exercises the learner must cover 3 of the following types:</p> <p>a) clients</p> <ol style="list-style-type: none"> 1. individuals 2. groups 3. with specific fitness needs 4. with general health needs 	<p>with 4 of the following types:</p> <p>b) exercises</p> <ol style="list-style-type: none"> 1. cardiovascular fitness 2. muscular fitness 3. flexibility 4. motor skills 5. core stability 6. circuit formats 	<p>with 2 of the following types:</p> <p>c) environment</p> <ol style="list-style-type: none"> 1. gym 2. studio/sports hall 3. client's home or other enclosed space 4. outdoors
<p>7. Understand how to bring exercise sessions to an end</p>		
<p>8. Be able to bring exercise sessions to an end</p>		
<p>When bringing exercise sessions to an end the learner must cover 3 of the following types:</p> <p>a) clients</p> <ol style="list-style-type: none"> 1. individuals 2. groups 3. with specific fitness needs 4. with general health needs 	<p>with 4 of the following types:</p> <p>b) exercises</p> <ol style="list-style-type: none"> 1. cardiovascular fitness 2. muscular fitness 3. flexibility 4. motor skills 5. core stability 6. circuit formats 	

Unit completion record

Evidence										
Description	Date	No.	1	2	3	4	5	6	7	8

Assessor Comments

I confirm that all of the learning outcomes and assessment criteria have been achieved for this unit.

Assessor Signature: _____

Date: _____

Learner Signature: _____

Date: _____

Internal Verifier Signature: _____

Date: _____

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

Unit Aim

This unit covers the knowledge and competence that you need to apply the principles of nutrition to support client goals as part of an exercise and physical activity programme.

Evidence of real work activity

There must be evidence that you have met all of the requirements listed under 'the learner will be able to' through your own work. This evidence must be gathered by the assessor observing you on more than one occasion. There should be sufficient observations to ensure that you have met all the requirements.

There must also be evidence that your work has also met the additional requirements listed under the specific learning outcomes where it states **you must cover**.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of your work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

You must provide evidence of your ability to apply the principles of nutrition to a physical activity programme by collecting and analysing appropriate information and agreeing nutritional goals with clients that are compatible with the analysis, accepted good practice and national guidelines.

Simulation

Simulation is allowed for 2.2, if there is no naturally occurring evidence available.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements and guidance' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that you possess all of the knowledge and understanding shown in the unit learning outcomes. In most cases this can be done by the assessor questioning you. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Linked units

This unit links to D460.

Mapping of other qualifications:

- If a learner has already achieved a Certificate in Personal Training (QCF) or equivalent their prior learning can be applied to learning outcomes 1, and 3. Some additional questioning by your assessor may be necessary
- If a learner has achieved the level 3 Award in Nutrition for Physical Activity or the level 3 Unit Applying the Principles of Nutrition to a Physical Activity Programme, prior learning can be applied to learning outcomes 1, and 3. Some additional questioning by your assessor may be necessary

Types of evidence for this unit:

- Certificates of achievement of mapped qualifications
- Observation Record D462*
- Information from a nutrition consultation / programme / case study*
 - Notes
 - Questionnaires
 - Goal setting information
 - Evidence of referral to another professional (where appropriate)
 - Reviews and evaluations
- Professional Discussion Record*
- Record of assessor questioning*
- Witness testimonies
- Once you have collected your evidence you will need to collate it and cross reference it using the cross referencing documents

* = available in the Learner Assessment Record Support Pack

Assessment requirements and guidance

Learning Outcomes 1 and 3

These can be assessed by:

- Professional discussion
- Oral questions and answers
- Questions requiring written answers

Learning Outcomes 2 and 4 must be assessed using workplace evidence generated when the learner is evaluating exercise and physical activity programmes.

Learning outcomes 'The learner will':		
1. Understand how to collect and analyse information and agree goals with the client		
2. Be able to collect and analyse information and agree goals with the client		
<p>When collecting and analysing information and agreeing goals with the client the learner must cover 7 of the following types:</p> <p>a) information</p> <ol style="list-style-type: none"> 1. personal goals 2. lifestyle 3. medical history 4. physical activity history 5. diet history 6. food preferences 7. supplement use 8. nutritional knowledge, attitudes and motivation 9. stage of readiness 	<p>with 2 of the following types:</p> <p>b) clients</p> <ol style="list-style-type: none"> 1. with specific fitness needs 2. with general health needs 	<p>with 2 of the following types:</p> <p>c) goals</p> <ol style="list-style-type: none"> 1. healthy eating 2. weight management 3. improved fitness 4. improved self-image
3. Understand how to apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme		
4. Be able to apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme		
<p>When applying, monitoring and adapting the principles of nutrition and weight management to an exercise and physical activity programme the learner must cover 2 of the following types:</p> <p>a) clients</p> <ol style="list-style-type: none"> 1. with specific fitness needs 2. with general health needs 	<p>with 2 of the following types of:</p> <p>b) goals</p> <ol style="list-style-type: none"> 1. healthy eating 2. weight management 3. improved fitness 4. improved self-image 	

Unit completion record

Evidence						
Description	Date	No.	1	2	3	4

Assessor Comments

I confirm that all of the learning outcomes and assessment criteria have been achieved for this unit.

Assessor Signature: _____

Date: _____

Learner Signature: _____

Date: _____

Internal Verifier Signature: _____

Date: _____

B242 Plan, market and sell services in active leisure (Optional Unit)

Unit Aim

This unit covers the knowledge and competence that the personal trainer needs, to plan, market and sell services. It is an optional unit and not essential for achievement of the NVQ Diploma.

Evidence of real work activity

There must be evidence that you have met all of the requirements listed under 'the learner will be able to' through your own work. This evidence must be gathered by the assessor observing you on more than one occasion. There should be sufficient observations to ensure that you have met all the requirements.

There must also be evidence that your work has also met the additional requirements listed under the specific learning outcomes where it states **you must cover**.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of your work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements and guidance' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that you possess all of the knowledge and understanding shown in the unit learning outcomes. In most cases this can be done by the assessor questioning you. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Linked units

This unit links to D460, D461, and D462.

Mapping of other qualifications:

- If a learner has already achieved a QCF or equivalent their prior learning can be applied to learning outcomes. Some additional questioning by your assessor may be necessary
- Professional Discussion Record*
- Witness testimonies

Types of evidence for this unit:

- Assessor Observations
- Business plan
- Once you have collected your evidence you will need to collate it and cross reference it using the cross referencing documents
- Record of assessor questioning*

* = available in the Learner Assessment Record Support Pack

Assessment requirements and guidance

Learning Outcomes 1, 3, 5 and 7

These can be assessed by:

- Professional discussion
- Oral questions and answers
- Questions requiring written answers

Learning Outcomes 2, 4, 6 and 8 must be assessed using workplace evidence generated when the learner is planning, marketing and selling services.

Learning outcomes 'The learner will':	
1. Understand how to plan marketing and sales	
2. Be able to plan marketing and sales	
When planning marketing and sales the learner must cover 2 of the following types:	
a) market <ol style="list-style-type: none"> 1. existing 2. new 	
3. Understand how to market services	
4. Be able to market services	
When marketing services the learner must cover: 2 of the following types:	with 2 of the following types:
a) best ways to reach potential clients <ol style="list-style-type: none"> 1. personally 2. through other people 	b) ways to present the services <ol style="list-style-type: none"> 1. talking to people directly 2. using printed materials 3. electronically
5. Understand how to sell services directly to clients	
6. Be able to sell services directly to clients	
When selling services directly to clients the learner must cover 2 of the following types:	
a) information <ol style="list-style-type: none"> 1. spoken 2. written 3. electronic 	
7. Understand how to follow up marketing and client enquiries	
8. Be able to follow up marketing and client enquiries	
When following up marketing and client enquiries the learner must cover 2 of the following types a) information	
<ol style="list-style-type: none"> 1. spoken 2. written 3. electronic 	

Unit completion record

Evidence										
Description	Date	No.	1	2	3	4	5	6	7	8

Assessor Comments

I confirm that all of the learning outcomes and assessment criteria have been achieved for this unit.

Assessor Signature: _____

Date: _____

Learner Signature: _____

Date: _____

Internal Verifier Signature: _____

Date: _____

Notes:

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