



YMCA Level 3 Diploma in Personal Training and Instruction (600/1275/4)

Qualification Specification



YMCA Awards

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Level 3 Diploma in Personal Training and Instruction

Qualification Specification

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or simply wish to boost their skills. Our high quality resources and assessment materials have been created by industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all, we have helped over 200,000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

- Ofqual
- CCEA (Council for Curriculum, Examinations and Assessment)
- QW (Qualifications Wales)

This qualification has also been approved by the Department for Education (DfE) for teaching to 16- to 19-year-olds in the tech level category of the 2017 16-19 performance tables and will be reported alongside qualifications such as A Levels and other vocational qualifications. See: [2017 16 to 19 performance tables](#).

Tech levels are rigorous, advanced (level 3) technical qualifications on par with A Levels and are recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They give an opportunity to develop specialist knowledge and skills to help the learner get an apprenticeship or job.

This qualification is also eligible for inclusion on the UCAS tariff. Further information on UCAS may be found here: [UCAS](#).

Qualification aim

This qualification is aimed at learners who wish to pursue a career in the health and fitness industry as a self-employed or employed personal trainer with specialisms in outdoor fitness and sports conditioning.

Overview of knowledge, skills and understanding

- Anatomy and physiology including:
 - The heart and circulatory system
 - The musculoskeletal system
 - Postural and core stability
 - The nervous, endocrine and energy systems and their relation to exercise and health
- Sports conditioning
- The principles of exercise and fitness, programming and nutrition

- Instructing and adapting personal training sessions
- Effective working relationships with clients
- Health, safety and welfare in the fitness environment
- Planning and delivering a group exercise session in an outdoor environment
- Business planning.

Target group and age range

This qualification is suitable for individuals aged 16 + who possess the Level 2 Certificate in Fitness Instructing Gym-Based Exercise (or equivalent).

Qualification structure

The YMCA Awards Level 3 Diploma in Personal Training and Instruction is made up of the following 10 mandatory units:

Unit reference number	Unit title	Level	Credit
A/600/9051	Anatomy and physiology for exercise and health	3	6
T/600/9016	Health, safety and welfare in a fitness environment	2	2
M/600/9015	Know how to support clients who take part in exercise and physical activity	2	2
A/600/9017	Principles of Exercise and Fitness and Health	2	4
F/600/9052	Programming personal training with clients	3	7
J/600/9053	Delivering personal training sessions	3	9
L/600/9054	Applying the principles of nutrition to a physical activity programme	3	6
K/502/8524	Planning and Delivering Group Exercise Sessions in the Outdoor Environment	3	3
K/503/0502	Exercise Programming for Sports Conditioning	3	3
T/503/0518	Business and Marketing for the Fitness Professional	3	6

The Total Qualification Time (TQT) for this qualification is 480. The Guided Learning Hours (GLH) assigned are 340.

Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below); and
- (b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- E-learning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)
- Invigilated assessment (external tests sat under controlled or open-book conditions)
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is not:

Unsupervised learning such as:

- E-learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record (LAR) at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External quality assurer (EQA) will ask you to offer feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to offer feedback before your next EQA visit, please email us: awards.products@ymca.co.uk.

Entry requirements

There are no pre-requisites for this qualification. This qualification is aimed at individuals aged 16 and over.

Opportunities for progression

Future employment possibilities

- Those who want to pursue a career in the health and fitness industry as a self-employed or employed personal trainer with specialisms in outdoor fitness and sports conditioning.

Progression to further/higher level learning

- This qualification provides progression to other qualifications at the same and higher levels, for example:
 - Apprenticeship in exercise and fitness
 - YMCA Awards Level 3 Award in Programming and Supervising Exercise with Disabled Clients
 - Level 3 Diploma in Sports Massage Therapy
 - Level 3 Diploma in Exercise Referral.

Mapping to standards

There are direct links to the National Occupational Standards in

- Instructing Exercise and Fitness
- Instructing Physical Activity and Exercise.

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website: www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: www.ymcaawards.co.uk/approvals.

Tutor, assessor and IQA approval requirements

To make sure you meet the most up-to-date requirements, please see the YMCA Awards staff approval requirement document. This can be found on our website: www.ymcaawards.co.uk/centres/centre-guidance.

Registration

All learners must be registered within the first 10% of the duration of their course (eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: www.ymcaawards.co.uk/registration.

Qualification availability

This qualification is available in:

England and regulated by Ofqual

Northern Ireland and regulated by CCEA (Council for Curriculum, Examinations and Assessment)

Wales and regulated by QW (Qualifications Wales).

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards has made every attempt to make sure there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Enquiries and appeals procedures

YMCA Awards has an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Assessment and quality assurance

How the qualification is assessed

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

This qualification is a unit-based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (eg, be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated the observation can be simulated and be internally assessed.

Knowledge-based learning outcomes (eg, know or understand) can be assessed in a number of different ways such as worksheets, projects and professional discussion. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards' assessment policies and procedures www.ymcaawards.co.uk/centres/centre-guidance.

The YMCA Awards Level 3 Diploma in Personal Training (Gym-Based Exercise) is assessed through a combination of internal and external assessment.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

To check if a Learner Assessment Record is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link: www.ymcaawards.co.uk/download-resources/lars.

Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record is not used to show evidence of internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio covers the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- Evidence index
- Assessor observation – completed observational checklists and related action plans
- Witness testimony
- Candidate's proof of work
- Worksheets
- Assignments/projects/reports/presentations
- Record of professional discussion
- Record of oral and written questioning
- Candidate and peer reports
- Recognition of prior learning (RPL)
- Summary of achievement.

Centres need to ensure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessment methods, see the suggested example in the 'Qualification content' section of this specification. We also have a selection of Word template documents that you might find useful when creating your learners' portfolios of evidence..

External assessment

You can download mock papers here: www.ymcaawards.co.uk/download-resources/mock-papers.

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Internal and external quality assurance

The role of the Internal quality assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the External quality assurer (EQA). For further information on the role of the IQA and the EQA go to the website: www.ymcaawards.co.uk/centres/centre-guidance.

Qualification content

Unit specifications and recommended assessment methods

Anatomy and physiology for exercise and health (A/600/9051)

Unit aim

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

Unit content

The learner will:

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

The learner can:

1.1 Explain the function of the heart valves

1.2 Describe coronary circulation

1.3 Explain the effect of disease processes on the structure and function of blood vessels

1.4 Explain the short- and long-term effects of exercise on blood pressure, including the Valsalva effect

1.5 Explain the cardiovascular benefits and risks of endurance/aerobic training

1.1 Define blood pressure classifications and associated health risks

The learner will:

2. Understand the musculoskeletal system and its relation to exercise

The learner can:

2.1 Explain the cellular structure of muscle fibres

2.2 Describe the sliding filament theory

2.3 Explain the effects of different types of exercises on muscle fibre type

2.4 Identify and locate the muscle attachment sites for the major muscles of the body

2.5 Name, locate and explain the function of skeletal muscle involved in physical activity

2.6 Identify the anatomical axis and planes with regard to joint actions and different exercises

2.7 Explain the joint actions brought about by specific muscle group contractions

2.8 Describe joints/joint structure with regard to range of motion/movement and injury risk

2.9 Describe joint movement potential and joint actions

2.10 Describe the structure of the pelvic girdle and associated muscles and ligaments

The learner will:

3. Understand postural and core stability

The learner can:

3.1 Describe the structure and function of the stabilising ligaments and muscles of the spine

3.2 Describe local muscle changes that can take place due to insufficient stabilisation

3.3 Explain the potential effects of abdominal adiposity and poor posture on movement efficiency

3.4 Explain the potential problems that can occur as a result of postural deviations

3.5 Explain the impact of core stabilisation exercise and the potential for injury/aggravation of problems

3.6 Explain the benefits, risks and applications of the following types of stretching:

- Static (passive and active)
- Dynamic
- Proprioceptive neuromuscular facilitation

The learner will:

4. Understand the nervous system and its relation to exercise

The learner can:

4.1 Describe the specific roles of:

- The central nervous system (CNS)
- The peripheral nervous system (PNS) including somatic and autonomic systems

4.2 Describe nervous control and transmission of a nervous impulse

4.3 Describe the structure and function of a neuron

4.4 Explain the role of a motor unit

4.5 Explain the process of motor unit recruitment and the significance of a motor unit's size and number of muscle fibres

4.6 Explain the function of muscle proprioceptors and the stretch reflex

4.7 Explain reciprocal inhibition and its relevance to exercise

4.8 Explain the neuromuscular adaptations associated with exercise/training

4.9 Explain the benefits of improved neuromuscular co-ordination/efficiency to exercise performance

The learner will:

5. Understand the endocrine system and its relation to exercise and health

The learner can:

5.1 Describe the functions of the endocrine system

5.2 Identify the major glands in the endocrine system

5.3 Explain the function of hormones including:

- Growth hormone
- Thyroid hormones
- Corticosteroids
- Catecholamines
- Insulin
- Glucagon

The learner will:

6. Understand energy systems and their relation to exercise

The learner can:

6.1 Identify the contribution of energy according to:

- Duration of exercise/activity being performed
- Type of exercise/activity being performed
- Intensity of exercise/activity being performed

6.2 Identify the by-products of the three energy systems and their significance in muscle fatigue

6.3 Describe the effect of endurance training/advanced training methods on the use of fuel for exercise

Recommended assessment method	Externally set multiple-choice theory paper

Health, safety and welfare in a fitness environment (T/600/9016)

Unit aim

The aim of this unit is to provide the learner with the knowledge and understanding required to maintain health, safety and welfare in a variety of fitness environments, including the safeguarding of children and vulnerable adults.

Tutor note: This unit is intended for use by learners across a number of disciplines, so its teaching should be as generic as possible and consider the relevance of the learning outcomes in a variety of disciplines and settings (eg, gym, group exercise and water-based environments).

Unit content

The learner will:

1. Understand emergency procedures in a fitness environment

The learner can:

1.1 Identify the types of emergencies that may occur in a fitness environment

1.2 Describe the roles that different staff and external services play during an emergency

1.3 Explain the importance of following emergency procedures calmly and correctly

1.4 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people

The learner will:

2. Understand health and safety requirements in a fitness environment

The learner can:

2.1 Outline why health and safety is important in a fitness environment

2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment

2.3 Describe Duty of Care and professional role boundaries in relation to special population groups

2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation

2.5 Describe the types of security procedures that may apply in a fitness environment

2.6 Describe the key health and safety documents that are relevant in a fitness environment

The learner will:

3. Understand how to control risks in a fitness environment

The learner can:

3.1 Identify possible hazards in a fitness environment, relating to:

- Facilities
- Equipment
- Working practices, including lifting and handling of equipment
- Client behaviour
- Security
- Hygiene

3.2 Describe how to risk assess the types of possible hazards in a fitness environment

3.3 Describe how to control risks associated with hazards in a fitness environment

3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally

The learner will:

4. Understand how to safeguard children and vulnerable adults

The learner can:

4.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults

4.2 Describe the responsibilities and limitations of a fitness instructor in regard to safeguarding children and vulnerable adults

4.3 Identify the types of abuse which an instructor may encounter: physical, emotional, neglect, bullying and sexual

4.4 Identify possible signs of abuse: physical, emotional, neglect, bullying and sexual

4.5 Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures

4.6 Describe the procedures to follow to protect oneself from accusations of abuse

4.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults

4.8 Explain when it may be necessary to contact statutory agencies

4.9 Describe how to maintain the confidentiality of information relating to possible abuse

Recommended assessment method	Assessment workbook: The assessment workbook is available in the following formats: <ul style="list-style-type: none">• Paper-based document (download and print)• Y-Mark (auto-marking) via Moodle.
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Know how to support clients who take part in exercise and physical activity (M/600/9015)

Unit aim

This unit covers the necessary knowledge and skills required for an instructor to communicate with their clients effectively, as well as to motivate their clients to adhere to an exercise programme. Learners will apply the knowledge and skills they have learned to provide a more client-focused approach to their training.

Tutor note: The REPs' Code of Ethical Conduct covers in detail many of the suggested areas under learning outcome 1. Please see www.exerciseregister.org.

Unit content

The learner will:

1. Understand how to form effective working relationships with clients

The learner can:

1.1 Explain why it is important to form effective working relationships with clients

1.2 Explain why it is important to present oneself and the organisation positively to clients

1.3 Describe how different communication skills can be used to assist clients with motivation

1.4 Explain the importance of valuing equality and diversity when working with clients

The learner can:

2. Understand how to address barriers to exercise/physical activity that clients experience

The learner will:

2.1 Identify the typical barriers to exercise/physical activity that clients experience

2.2 Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence

2.3 Describe different incentives and rewards that can strengthen clients' motivation and adherence

2.4 Describe different strategies that can help clients overcome typical barriers to exercise/physical activity

The learner will:

3. Understand how to support clients to adhere to exercise/physical activity

The learner can:

3.1 Explain why it is important for a client to take personal responsibility for their own fitness and motivation

3.2 Describe how to assist clients to develop their own strategy for motivation and adherence

3.3 Identify different behaviour change approaches/strategies to encourage adherence to exercise/physical activity

3.4 Describe how to set short-, medium- and long-term SMART goals

3.5 Describe how to review and revise short-, medium- and long-term SMART goals

The learner will:

4. Understand how to provide ongoing customer service to clients

The learner can:

4.1 Explain the importance of client care both for the client and the organisation

4.2 Explain why it is important to deal with clients' needs to their satisfaction

4.3 Identify where to source relevant and appropriate information to meet clients' needs

4.4 Explain the importance of dealing with any delay in meeting clients' needs in a timely and effective manner

4.5 Give examples of how to exceed customer expectations, when appropriate

4.6 Explain the importance of handling client complaints positively, following an organisation's procedure

Recommended assessment method	Assessment workbook: The assessment workbook is available in the following formats: <ul style="list-style-type: none">• Paper-based document (download and print)• Y-Mark (auto-marking) via Moodle.
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Principles of exercise, fitness and health (A/600/9017)

Unit aim

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

Unit content

The learner can:

1. Understand the effects of exercise on the body

The learner will:

1.2 Describe cardiovascular and respiratory adaptations to endurance/aerobic training

1.2 Identify the short- and long-term effects of exercise on blood pressure

1.3 Describe the 'blood pooling' effect following exercise

1.4 Describe the effects of exercise on bones and joints including the significance of weight-bearing exercise

1.5 Describe delayed onset of muscle soreness (DOMS)

1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness

1.7 Describe the short- and long-term effects of different types of exercise on muscle

1.8 Describe different exercises that can improve posture

The learner will:

2. Understand the components of fitness

The learner can:

2.1 Define the components of health-related fitness

2.2 Define the components of skill-related fitness

2.3 Identify the factors that affect health- and skill-related fitness

The leaner will:

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

The learner can:

3.1 Describe the physiological implications of:

- Specificity
- Progressive overload
- Reversibility
- Adaptability
- Individuality
- Recovery time

3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type)

3.3 Explain the principles of a progressive training programme in developing components of fitness

3.4 Explain how to recognise when and how to regress a training programme

3.5 Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type)

3.6 Describe the effect of speed on posture, alignment and intensity

3.7 Describe the effect of levers, gravity and resistance on exercise

3.8 Describe the differences between programming exercise for physical fitness and for health benefits

The learner will:

4. Understand the exercise contraindications and key safety guidelines for special populations

The learner can:

4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus)

4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients

4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16)

4.4 Describe the key safety considerations for working with disabled people

The learner will:

5. Understand how to safely monitor exercise intensity

The learner can:

5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including:

- The talk test
- Rate of Perceived Exertion (RPE)
- Heart rate monitoring and the use of different heart rate zones

The learner will:

6. Understand the health benefits of physical activity

The learner can:

6.1 Describe the health benefits of physical activity

6.2 Describe the effect of physical activity on the causes of certain diseases including:

- Coronary heart disease
- Some cancers
- Type 2 diabetes
- Hypertension
- Obesity
- Osteoporosis

7. Understand the importance of healthy eating

7.1 Describe the national food model/guide

7.2 Describe key healthy eating advice that underpins a healthy diet

7.3 Explain the importance of adequate hydration

7.4 Explain professional role boundaries in relation to offering nutritional advice

7.5 Explain the dietary role of the key nutrients

7.6 Identify the common dietary sources of the key nutrients

7.7 Describe the energy balance equation

7.8 Explain the health risks of poor nutrition

Recommended assessment method

Externally set multiple-choice theory paper

Programming personal training with clients (F/600/9052)

Unit aim

This unit covers the knowledge and skills a learner needs to design, manage and adapt a personal training programme with apparently healthy adults, to enable the learner to create personal training programmes for individuals and small groups (a group PT session involves individualised pre-written programmes for each participant which are planned in such a way that they can be delivered at the same time). This unit does not cover specialist sessions for young people, older adults, antenatal and postnatal women, and disabled clients. Specialist units are available for these types of sessions.

Unit content

The learner will:

1. Understand how to prepare personal training programmes

The learner can:

1.1 Describe the range of resources required to deliver a personal training programme, including:

- Environment for the session
- Portable equipment
- Fixed equipment

1.2 Explain how to work in environments that are not specifically designed for exercise/physical activity

The learner will:

2. Understand the importance of long-term behaviour change for personal training

The learner can:

2.1 Explain why it is important for clients to understand the advantages of personal training

2.2 Explain why it is important for a personal trainer to work together with clients to agree goals, objectives, programmes and adaptations

2.3 Explain the importance of long-term behaviour change in developing client fitness

2.4 Explain how to ensure clients commit themselves to long-term change

The learner will:

3. Understand the principles of collecting information to plan a personal training programme

The learner can:

3.1 Explain the principles of informed consent

3.2 Explain why informed consent should be obtained before collecting information for a personal training programme

3.3 Summarise the client information that should be collected when designing a personal training programme to include:

- Personal goals
- Lifestyle
- Medical history
- Physical activity history
- Physical activity likes and dislikes
- Motivation and barriers to participation
- Current fitness level
- Stage of readiness
- Posture and alignment
- Functional ability

3.4 Explain how to select the most appropriate methods of collecting client information according to client need

3.5 Explain the legal and ethical implications of collecting client information, including confidentiality

The learner will:

4. Understand how to screen clients prior to a personal training programme

The learner can:

4.1 Explain how to interpret information collected from the client to identify client needs and goals

4.2 Explain how to analyse client responses to the Physical Activity Readiness Questionnaire (PAR-Q)

4.3 Describe the types of medical conditions that will prevent personal trainers from working with a client unless they have specialist training and qualifications

4.4 Explain how and when personal trainers should refer clients to another professional

The learner will:

5. Understand how to identify personal training goals with clients

The learner can:

5.1 Explain how to identify clients' short, medium- and long-term goals to include:

- General health and fitness
- Physiological
- Psychological
- Lifestyle
- Social
- Functional ability

5.2 Identify when personal trainers should involve others, apart from their clients, in goal setting

5.3 Explain how to use specific, measurable, achievable, realistic and time-bound (SMART) objectives in a personal training programme

The learner will:

6. Understand how to plan a personal training programme with clients

The learner can:

6.1 Identify credible sources of guidelines on programme design and safe exercise

6.2 Summarise the key principles of designing programmes to achieve short-, medium- and long-term goals, including the order and structure of sessions

6.3 Describe a range of safe and effective exercises/physical activities to develop:

- Cardiovascular fitness
- Muscular fitness
- Flexibility
- Motor skills
- Core stability

6.4 Explain how to include physical activities as part of the client's lifestyle to complement exercise sessions

6.5 Explain how to design programmes that can be run in environments not designed specifically for exercise

6.6 Identify when it might be appropriate to share the programme with other professionals

The learner will:

7. Understand how to adapt a personal training programme with clients

The learner can:

7.1 Explain how the principles of training can be used to adapt the programme where:

- Goals are not being achieved
- New goals have been identified

7.2 Describe the different training systems and their use in providing variety and ensuring programmes remain effective

7.3 Explain why it is important to keep accurate records of changes and the reasons for the changes

The learner will:

8. Be able to collect information about clients

The learner can:

8.1 Establish a rapport with clients

8.2 Explain own role and responsibilities to clients

8.3 Collect the information needed to plan a programme using appropriate methods, to include physical/fitness assessments

8.4 Show sensitivity and empathy to clients and the information they provide

8.5 Record the information using appropriate formats in a way that will aid analysis

8.6 Treat confidential information correctly

The learner will:

9. Be able to agree goals with clients

The learner can:

9.1 Work with clients to agree short-, medium- and long-term goals appropriate to their needs

9.2 Ensure the goals are:

- Specific, measurable, achievable, realistic and time-bound
- Consistent with industry good practice

9.3 Agree with clients their needs and readiness to participate

The learner will:

10. Be able to plan a personal training programme with clients

The learner can:

10.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are:

- Appropriate to clients' goals and levels of fitness
- Consistent with accepted good practice

10.2 Ensure the components of fitness are built into the programme

10.3 Apply the principles of training to help clients to achieve short-, medium- and long-term goals

10.4 Agree the demands of the programme with clients

10.5 Agree a timetable of sessions with clients

10.6 Agree appropriate evaluation methods and review dates

10.7 Identify the resources needed for the programme, including the use of environments not designed for exercise

10.8 Record plans in a format that will help clients and others involved to implement the programme

10.9 Agree how to maintain contact with the client between sessions

The learner will:

11. Be able to manage a personal training programme

The learner can:

11.1 Monitor effective integration of all programme exercises/physical activities and sessions

11.2 Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned

11.3 Monitor clients' progress using appropriate methods

The learner will:

12. Be able to review progress with clients

The learner can:

12.1 Explain the purpose of review to clients

12.2 Review short-, medium- and long-term goals with clients at agreed points in the programme, taking into account any changes in circumstances

12.3 Encourage clients to give their own views on progress

12.4 Use suitable methods of evaluation that will help to review client progress against goals and initial baseline data

12.5 Give feedback to clients during their review that is likely to strengthen their motivation and adherence

12.6 Agree review outcomes with clients

12.7 Keep an accurate record of reviews and their outcomes

The learner will:

13. Be able to adapt a personal training programme with clients

The learner can:

13.1 Identify goals and exercises/physical activities that need to be redefined or adapted

13.2 Agree adaptations, progressions or regressions to meet clients' needs to optimise achievement

13.3 Identify and agree any changes to resources and environments with the client

13.4 Introduce adaptations in a way that is appropriate to clients and their needs

13.5 Record changes to programme plans to take account of adaptations

13.6 Monitor the effectiveness of adaptations and update the programme as necessary

Recommended assessment method

Supplied worksheet, which can be completed either as part of course or summative assessment and client interview/case study, written personal training programme and 4 programme cards

Delivering personal training sessions (J/600/9053)

Unit aim

This unit covers the skills and knowledge a learner needs to deliver exercise and physical activity as part of a personal training programme for apparently healthy adults. It will enable the learner to deliver personal training programmes for individuals and small groups (a group PT session involves individualised pre-written programmes for each participant which are planned in such a way that they can be delivered at the same time). This unit, however, does not cover specialist whole sessions for young people, older adults, antenatal and postnatal women, and disabled clients. Specialist units are available for these types of sessions.

Unit content

The learner will:

1. Understand how to instruct exercise during personal training sessions

The learner can:

1.1 Explain the importance of non-verbal communication when instructing clients

1.2 Describe how to adapt communication to meet clients' needs

1.3 Evaluate different methods of maintaining clients' motivation, especially when clients are finding exercises difficult

1.4 Explain the importance of correcting client technique

The learner will:

2. Understand how to adapt exercise to meet client needs during personal training sessions

The learner can:

2.1 Explain why it is important to monitor individual progress especially if more than one client is involved in the session

2.2 Describe different methods of monitoring clients' progress during exercise

2.3 Explain when it may be necessary to adapt planned exercises to meet clients' needs

2.4 Explain how to adapt exercises/exercise positions as appropriate to individual clients and conditions

2.5 Explain how to modify the intensity of exercise according to the needs and responses of the client

The learner will:

3. Understand how to review personal training sessions with clients

The learner can:

3.1 Explain why personal trainers should give clients feedback on their performance during a session

3.2 Explain why clients should be given the opportunity to ask questions, provide feedback and discuss their performance

3.3 Explain how to give feedback to clients on their performance in a way that is accurate but maintains client motivation and commitment

3.4 Explain why clients need to see their progress against objectives in terms of their overall goals and programme

3.5 Explain why clients need information about future exercise and physical activity, both supervised and unsupervised

The learner will:

4. Be able to plan and prepare personal training sessions

The learner can:

4.1 Plan a range of exercises/physical activities to help clients achieve their objectives and goals, covering:

- Cardiovascular fitness
- Muscular fitness
- Flexibility
- Motor skills
- Core stability

4.2 Identify, obtain and prepare the resources needed for planned exercises/physical activities, improvising safely where necessary

The learner will:

5. Be able to prepare clients for personal training sessions

The learner can:

5.1 Help clients feel at ease in the exercise environment

5.2 Explain the planned objectives and exercises/physical activities to clients

5.3 Explain to clients how objectives and exercises/physical activities support their goals

5.4 Explain the physical and technical demands of the planned exercises/physical activities to clients

5.5 Explain to clients how planned exercise/physical activity can be progressed or regressed to meet their goals

5.6 Assess clients' state of readiness and motivation to take part in the planned exercises/physical activities

5.7 Negotiate and agree with clients any changes to the planned exercises/physical activities that:

- Meet their goals and preferences
- Enable them to maintain progress

5.8 Record changes to clients' plans

The learner will:

6. Be able to instruct and adapt planned exercises

The learner can:

6.1 Use motivational styles that are:

- Appropriate to the clients
- Consistent with accepted good practice

6.2 Explain the purpose and value of a warm up to clients

6.3 Provide warm ups appropriate to the clients, planned exercise and the environment

6.4 Make best use of the environment in which clients are exercising

6.5 Provide instructions, explanations and demonstrations that are technically correct, safe and effective

6.6 Adapt verbal and non-verbal communication methods to make sure clients understand what is required

6.7 Ensure clients can carry out the exercises safely on their own

6.8 Analyse clients' performance, providing positive reinforcement throughout

6.9 Correct techniques at appropriate points

6.10 Progress or regress exercises according to clients' performance

The learner will:

7. Be able to bring exercise sessions to an end

The learner can:

7.1 Allow sufficient time for the closing phase of the session

7.2 Explain the purpose and value of cool down activities to clients

7.3 Select cool down activities according to the type and intensity of physical exercise and client needs and condition

7.4 Provide clients with feedback and positive reinforcement

7.5 Explain to clients how their progress links to their goals

7.6 Leave the environment in a condition suitable for future use

The learner will:

8. Be able to reflect on providing personal training sessions

The learner can:

8.1 Review the outcomes of working with clients including their feedback

8.2 Identify:

- How well the sessions met clients' goals
- How effective and motivational the relationships with the clients were
- How well the instructing styles matched the clients' needs

8.3 Identify how to improve personal practice

8.4 Explain the value of reflective practice

Recommended assessment method	Supplied worksheet, which can be completed either as part of course or summative assessment, plus observed instruction of a personal training session and written self-evaluation of performance
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Applying the principles of nutrition to a physical activity programme (L/600/9054)

Unit aim

This unit covers the application of the principles of nutrition to support client goals as part of an exercise and physical activity programme.

Unit content

The learner will:

1. Understand the principles of nutrition

The learner can:

1.1 Describe the structure and function of the digestive system

1.2 Explain the meaning of key nutritional terms including:

- Diet
- Healthy eating
- Nutrition
- Balanced diet

1.3 Describe the function and metabolism of:

- Macro nutrients
- Micro nutrients

1.4 Explain the main food groups and the nutrients they contribute to the diet

1.5 Identify the calorific value of nutrients

1.6 Explain the common terminology used in nutrition including:

- UK dietary reference values (DRV)
- Recommended daily allowance (RDA)
- Recommended daily intake (RDI)
- Glycaemic index

1.7 Interpret food labelling information

1.8 Explain the significance of healthy food preparation

1.9 Explain the relationship between nutrition, physical activity, body composition and health including:

- Links to disease/disease risk factors
- Cholesterol
- Types of fat in the diet

The learner will:

2. Understand key guidelines in relation to nutrition

The learner can:

2.1 Identify the range of professionals and professional bodies involved in the area of nutrition

2.2 Explain key healthy eating advice that underpins a healthy diet

2.3 Describe the nutritional principles and key features of the National food model/guide

2.4 Define portion sizes in the context of the National food model/guide

2.5 Explain how to access reliable sources of nutritional information

2.6 Distinguish between evidence-based knowledge versus the unsubstantiated marketing claims of suppliers

The learner will:

3. Understand nationally recommended practices in relation to providing nutritional advice

The learner can:

3.1 Explain professional role boundaries with regards to offering nutritional advice to clients

3.2 Explain the importance of communicating health risks associated with weight loss fads and popular diets to clients

3.3 Evaluate the potential health and performance implications of severe energy restriction, weight loss and weight gain

3.4 Identify clients at risk of nutritional deficiencies

3.5 Explain how cultural and religious dietary practices can influence nutritional advice

3.6 Describe safety, effectiveness and contraindications relating to protein and vitamin supplementation

3.7 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a Registered Dietician

The learner will:

4. Understand the relationship between nutrition and physical activity

The learner can:

4.1 Define the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic energy production

4.2 Explain the components of energy expenditure and the energy balance equation

4.3 Explain how to estimate basal metabolic rate (BMR)

4.4 Explain how to estimate energy requirements based on physical activity levels and other relevant factors

4.5 Identify energy expenditure for different physical activities

4.6 Evaluate the nutritional requirements and hydration needs of clients engaged in physical activity

The learner will:

5. Understand how to collect information relating to nutrition

The learner can:

5.1 Explain why it is important to obtain clients' informed consent before collecting nutritional information

5.2 Describe the information that needs to be collected to offer nutritional advice to clients

5.3 Explain the legal and ethical implications of collecting nutritional information

5.4 Describe different formats for recording nutritional information

5.5 Explain why confidentiality is important when collecting nutritional information

5.6 Describe issues that may be sensitive when collecting nutritional information

5.7 Explain different methods that can be used to measure body composition and health risk in relation to weight

The learner will:

6. Understand how to use nutritional information

The learner can:

6.1 Describe basic dietary assessment methods

6.2 Explain how to analyse and interpret collected information so that clients' needs and nutritional goals can be identified with reference to the national food model/guide recommendations

6.3 Describe how to interpret information gained from methods used to assess body composition and health risk in relation to weight

6.4 Explain how to sensitively divulge collected information and results to clients

6.5 Explain how to recognise the signs and symptoms of disordered eating and healthy eating patterns

6.6 Describe the key features of the industry guidance note on 'Managing users with suspected eating disorders'

6.7 Explain the circumstances in which a client should be recommended to visit their GP about the possibility of referral to a Registered Dietician

The learner will:

7. Understand the principles of nutritional goal setting with clients

The learner can:

7.1 Explain how to apply the principles of goal setting when offering nutritional advice

7.2 Explain how to translate nutritional goals into basic healthy eating advice that reflects current national guidelines

7.3 Explain when people other than the client should be involved in nutritional goal setting

7.4 Define which other people could be involved in nutritional goal setting

7.5 Identify the barriers which may prevent clients from achieving their nutritional goals

7.6 Explain how to apply basic motivational strategies to encourage healthy eating and prevent non-compliance or relapse

7.7 Explain the need for reappraisal of clients' body composition and other relevant health parameters at agreed stages of the programme

The learner will:

8. Be able to collect and analyse nutritional information

The learner can:

8.1 Collect information needed to provide clients with appropriate healthy eating advice

8.2 Record information about clients and their nutritional goals in an approved format

8.3 Analyse collected information including nutritional needs and preferences in relation to the clients' current status and nutritional goals

The learner will:

9. Be able to apply the principles of nutrition to a physical activity programme

The learner can:

9.1 Access and make use of credible sources of educational information and advice in establishing nutritional goals with clients

9.2 Design and agree nutritional goals that are compatible with the analysis, accepted good practice and national guidelines

9.3 Ensure that the nutritional goals support and integrate with other programme components

9.4 Agree review points with the clients

9.5 Review the clients' understanding of how to follow the nutritional advice as part of their physical activity programme

9.6 Monitor, evaluate and review the clients' progress towards their nutritional goals

Recommended assessment method

Supplied written knowledge questions and case study which can be completed either as part of course or summative assessment

Planning and Delivering Group Exercise Sessions in the Outdoor Environment (K/502/8524)

Unit aim

To equip the learner with the skills required to lead outdoor exercise sessions, making the activities imaginative, progressive and effective.

Unit content

The learner will:

1. Understand the considerations involved in working with groups in outdoor environments

The learner can:

1.1 Analyse the health and safety aspects of a proposed exercise environment

1.2 State the legal requirements for working outdoors

1.3 Recognise the implications of the Register of Exercise Professionals' Code of Practice when working in outdoor environments

The learner will:

2. Understand how to plan a range of exercises relevant to groups of participants outdoors, using body weight, environment and small equipment

The learner can:

2.1 Demonstrate a range of body-weight exercises used to target the following areas of fitness:

- Cardiovascular
- Muscular strength and endurance
- Flexibility
- Motor skills

2.2 Demonstrate how the exercises in 2.1 can be progressed/adapted using environmental features

2.3 Demonstrate a range of exercises suitable for groups in outdoor environments using small portable equipment

The learner will:

3. Be able to plan appropriate exercise sessions, taking into account the opportunities and limitations presented by the environment

The learner can:

3.1 Evaluate the participants' goals for training in an outdoor environment

3.2 Develop a balanced exercise session to reflect the participants' goals, and the opportunities and limitations provided by the specific outdoor environment

3.3 Progress or modify the programme according to the participants' needs

3.4 Demonstrate use of group/team/partner work in order to enhance the exercise experience for the participants

The learner will:

4. Be able to instruct safe and effective group exercise sessions in outdoor environments

The learner can:

4.1 Explain the importance of a warm up that is appropriate to the session and the environment in which it is taking place

4.2 Analyse the client(s)' performance and give appropriate advice, correction and praise on technique

4.3 Manage group exercise in a way that allows for supervision of Health and Safety aspects (in 1.1)

4.4 Manage group exercise in a way that allows for supervision of client performance (as in 4.2)

4.5 Adapt teaching skills in order to overcome the potential challenges of the outdoor environment

4.6 Explain the importance of a cool down that is appropriate to the session and the environment in which it is taking place

4.7 Evaluate the session, using feedback from the participants, and make recommendations for future sessions

Recommended assessment method	Written session overview and session plan, observed instruction of an outdoor fitness training session, and written self-evaluation of performance, plus either a professional discussion or supplied worksheet
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Exercise Programming for Sports Conditioning (K/503/0502)

Unit aim

To equip the learner with the skills required to provide fitness programmes to improve performance across a range of sports and sporting events.

Unit content

The learner will:

1. Understand how to collect information relevant to a client's chosen sport or sporting event

The learner can:

1.1 Explain why it is important to collect accurate information about clients

1.2 Explain how to decide what information to collect

1.3 Outline the legal and ethical implications of collecting information about clients

1.4 Explain the importance of safeguarding the confidentiality of collected information and describe how to do so

1.5 Explain how to ensure clients' informed consent is obtained before collecting information

The learner will:

2. Be able to collect information relevant to a client's chosen sport or sporting event

The learner can:

2.1 Collect information relevant to the client, including:

- Specific role in the team sport or sporting event
- Past history in the sport or sporting event

2.2 Collect information relating to the client's chosen sport or sporting event

2.3 Collect information from a variety of sources:

- Client
- Sporting bodies
- Publications

The learner will:

3. Understand how to analyse and break down sporting activities from the perspective of fitness and conditioning

The learner can:

3.1 Explain how to analyse the requirements of different sports on different areas of the body

3.2 Explain how to break down the client's chosen sport from the perspective of fitness and conditioning to meet the client's needs

The learner will:

4. Be able to analyse and break down sporting activities from the perspective of fitness and conditioning

The learner can:

4.1 Analyse the requirements of the client's chosen sport or sporting event on different areas of the body

4.2 Break down the client's chosen sport from the perspective of fitness and conditioning to meet the client's needs

The learner will:

5. Understand how to plan relevant conditioning activities for participants in sport and sporting events

The learner can:

5.1 Identify relevant conditioning activities for participants in sport

5.2 Identify relevant conditioning activities for participants in sporting events

5.3 Describe health and fitness goals to complement sporting activities

The learner will:

6. Plan relevant conditioning activities for participants in sport and sporting events

The learner can:

6.1 Develop an exercise plan which includes sport-specific, fitness and conditioning activities relevant to the client's sport or sporting event

6.2 Select relevant conditioning activities for participants in sport

6.3 Select relevant conditioning activities for participants in sporting events

6.4 Develop an exercise plan relevant to the client's short-, medium- and long-term sporting goals covering:

- Energy systems
- Power
- Speed
- Agility
- Flexibility
- Endurance

6.5 Identify health and fitness goals in the exercise plan to complement sporting activities

6.6 Explain progression and adaptations to the selected activities

Recommended assessment method

Client interview/written periodised programme, plus either a professional discussion or supplied worksheet

Business and Marketing for the Fitness Professional (T/503/0518)

Unit aim

To equip learners with the knowledge and understanding required to market, plan and deliver a successful fitness training service.

Unit content

The learner will:

1. Know the components and the purpose of a Business Plan

The learner can:

1.1 Describe the purpose of a business plan

1.2 Identify the audience for the business plan

1.3 Describe the components of the business plan in terms of:

- Executive summary
- Management team and personnel
- The business opportunity
- Marketing and sales strategy
- Financial forecasts

The learner will:

2. Know how to set up a business within the law

The learner can:

2.1 Describe how to register as self-employed with HM Revenue & Customs

2.2 State the legal responsibilities of having self-employed status

2.3 Describe the different ways of operating as self-employed and the advantages and disadvantages of each

2.4 Explain the following terms:

- Gross income
- Taxable income
- Net income
- Income tax
- PAYE

2.5 Explain the different types of National Insurance contributions

2.6 Describe the HMRC book keeping requirements when registered as self-employed

2.7 Explain the current rates of Personal Allowances and Tax rates:

- Lower rate
- Higher rate
- Basic rate

2.8 Explain HMRC's allowable expenses and capital allowance relevant to the nature of the business

2.9 Explain Value Added Tax (VAT):

- How to register for VAT
- How VAT is calculated
- Current VAT thresholds

2.10 Explain the need and value of cash flow forecasting to ensure business survival

2.11 Produce a 12-month forecast of income and expenditure for their proposed fitness enterprise

The learner will:

3. Understand how to research the health and fitness business idea and create a marketing plan

The learner can:

3.1 Identify the Chartered Institute of marketing as a professional body for Marketing information and knowledge

3.2 Explain the importance of marketing research as an interface between the business and the customers

3.3 Identify a framework for devising a marketing plan

3.4 Describe the sources of primary and secondary research and their value in developing the business idea and creating a marketing plan

3.5 Explain that research data used to develop the business idea and marketing plan should be both qualitative and quantitative

3.6 Identify the design of a marketing questionnaire in obtaining primary information

3.7 Explain how to segment people into groups who have similar needs or responsiveness to the business offering

3.8 Develop a profile of the target market/s to which the business will direct its products/services

3.9 Explain how to check that a target market is a viable business proposition using the MARS viability test

3.10 Describe the marketing mix

3.11 Describe the process and tasks of a marketing audit

The learner will:

4. Understand how to identify and exploit internal and external factors that can affect the business

The learner can:

4.1 Analyse the strengths and weaknesses in relation to a health and fitness business and the potential opportunities and threats that the business may encounter

4.2 Analyse the business environment to identify factors that may impact the business

The learner will:

5. Understand how to use targets and objectives to implement the health and fitness business idea

The learner can:

5.1 Explain the purpose of setting targets and objectives

5.2 Develop and record specific business objectives that are specific, measurable, achievable/agreed, realistic and time framed (SMART)

5.3 Explain when and how to use targets/objectives to assess the performance of the business

5.4 Know the importance of a mission statement

5.5 Develop a mission statement for their proposed business

The learner will:

6. Understand product levels and how to manage the lifecycle of products and services

The learner can:

6.1 Explain the three product levels:

- Core
- Actual/generic product
- Augmented

6.2 Explain how to manage the lifecycle of products and services, in terms of:

- Development
- Introduction
- Growth
- Maturity
- Decline

6.3 Describe how to extend the lifecycle of a products and services

6.4 Explain the purpose of a strong brand identity

6.5 Develop a business brand for their proposed business

The learner will:

7. Understand how to build a pricing strategy and payment policy

The learner can:

7.1 Explain the key factors that influence the pricing of the product or service offered

7.2 Explain how the pricing strategy must cover costs for the business to make a profit

7.3 Describe the two basic methods of pricing the pricing strategy:

- Cost plus
- Value based

7.4 Describe other pricing strategies and the advantages and disadvantages of each

7.5 Explain the importance of providing information to customers on the pricing strategy

The learner will:

8. Understand how to communicate the health and fitness business benefits to the target market or markets

The learner can:

8.1 Explain the advantages and disadvantages of different promotional activities

8.2 Evaluate the different ways of communicating the benefits of the product or service

8.3 Explain how to use relationship marketing techniques to build contacts with the media and community

8.4 Explain how to get media coverage by writing a press release

8.5 Develop a press release for their proposed business

8.6 Explain how to choose appropriate promotional activities to both attract clients and to keep clients over time

8.7 Describe how to develop a promotional strategy that is efficient and effective

8.8 Explain the importance of creating an image in the marketplace that clearly identifies the business

8.9 Develop a 12-month promotional plan for the proposed business

The learner will:

9. Understand the importance of forecasting financial information

The learner can:

9.1 Explain that by predicting how money will move in and out of the business this can assist in:

- Achieving objectives
- Preparing for unexpected costs
- Keeping the business solvent
- Allow planning for growing and developing the business

9.2 Estimate the start-up cost of the business, to include:

- Start-up costs
- Contingency plan

9.3 Produce a report of predicted income and expenditure for the first 12 months of the business

Recommended assessment method

Written business plan and cash flow forecast using supplied templates which can be completed either as part of course or summative assessment



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