

# RECOGNITION OF PRIOR LEARNING PACK



## DIPLOMA IN PERSONAL TRAINING



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## Introduction

This Recognition of Prior Learning (RPL) pack is designed for fitness professionals offering personal training services in India prior to the creation of the Register of Exercise Professionals India Foundation (REPS India). Applicants must have either an evidenced minimum of one year's experience as a personal trainer or a prior personal training certification where both theory and hands-on practical learning is evidenced. This pack will support you to gain a recognised Diploma in Personal Training certificate through RPL that will give you entry to the REPS India register.

REPS India is a non-profit organisation working with the country's fitness industry to ensure that all exercise professionals are suitably knowledgeable and qualified to deliver safe and effective exercise instruction, and to promote health and wellbeing in Indian society. Its aim is to raise the standard and profile of fitness in India and allow it to meet its potential as a positive influence in the lives and health of all Indians.

All qualifications that give entry to REPS India are accredited by PD:Approval and have been checked to ensure they meet the REPS India Standards for recognition by REPS India. PD:Approval has over 50 years of knowledge and experience in standards setting, quality assurance and structuring frameworks to strengthen training and education in the health and fitness sector. We are working with REPS India to provide a standardised qualification structure for the fitness sector's professionals.

Our main functions are to

- Raise sector standards by implementing professional recognition through a quality assurance kitemarking process.
- Provide security and support to learners throughout their training.
- Certificate successful learners with an official hologrammed record of their achievement.

If you have any concerns or queries about the RPL process or the accredited training provider delivering it, please first discuss them with your training provider. If you still require support for this or anything else about the RPL process, please contact us:

- Email: [repsindia@pdapproval.com](mailto:repsindia@pdapproval.com)
- Telephone: +44 (0) 333 577 0908
- Instant Chat: Tawk To (accessible on every page of our [website](#))

We look forward to supporting you to achieve REPS India recognition.

**The Professional Development Team**

**PD:Approval**

[www.pdapproval.com](http://www.pdapproval.com)

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## About RPL

REPS India understands that there are numerous prospective members who have expertise and/or experience in the health and fitness sector but no recognised qualification to gain membership of REPS India. These may include individuals with:

- International qualifications
- Higher education degrees
- Years of experience but no formal qualification

To support you to meet the relevant REPS India standards, PD:Approval has created the RPL route to attain a full, recognised qualification.

RPL is a process that gives individuals with learning and experience in the health and fitness sector the opportunity to go straight to the final assessment without undertaking an entire qualification. This process is carried out by an approved training provider which has been accredited by PD:Approval to deliver and assess qualifications that are recognised by REPS India.

In order for you to gain certification in the category you require e.g. Fitness Instructor, Group Exercise, Personal Trainer, the training provider must be satisfied that you have the necessary knowledge and skills to meet the criteria specified by REPS India, in order to achieve a pass when you undertake the assessment.

Your accredited provider will measure your current skills and knowledge in health and fitness against the requirements of the recognised qualification, and will then support you to fill any gaps to ensure you have the best chance of successfully completing the assessment.

Once you have passed the assessment you will be provided with the official PD:Approval qualification certificate which can then be used to join the register.

### Finding an accredited training provider

Visit the [REPS India website](#) to find a PD:Approval accredited training provider that can take you through the assessment process for RPL.

The training provider will charge a fee for the RPL process. You should speak to more than one provider in order to choose the one that best suits you.

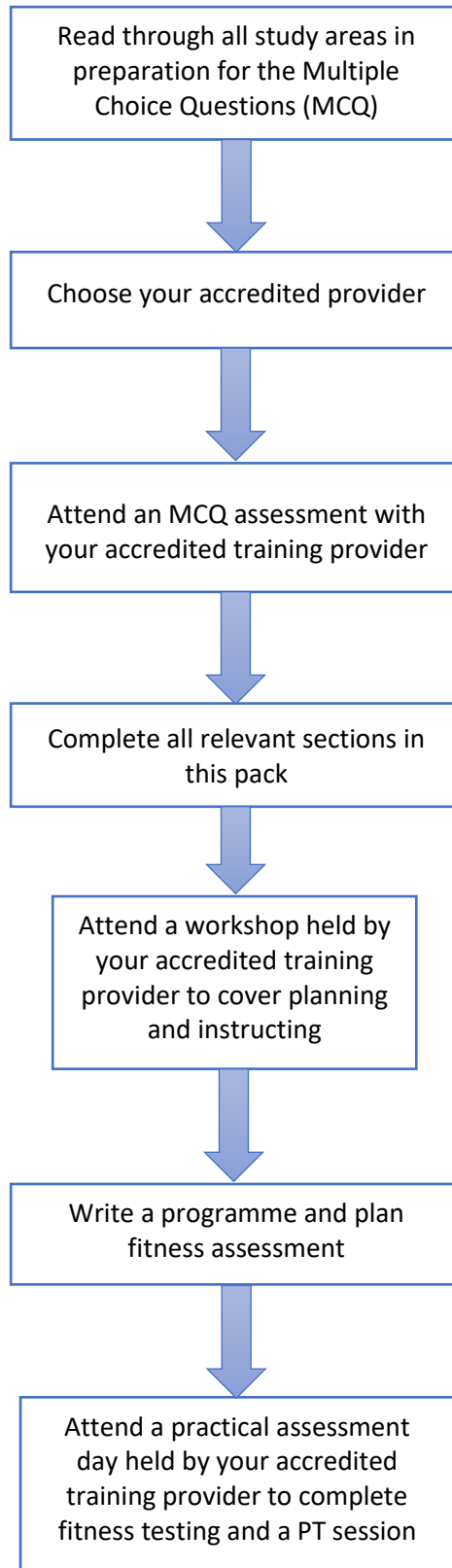
**Please note:** If you fail 1-3 MCQ modules by not achieving 70% for each section, you will be able to resit just the modules you failed. If you fail any of the modules again, you would need to complete the full course as you don't have sufficient knowledge to continue. Your accredited training provider will provide you with feedback on the areas that you have failed and, should you wish to take up their offer to complete the full course, will advise you of the additional fees (which may vary according to different accredited training providers).

### Next steps

1. Contact a PD:Approval accredited training provider about the RPL process.
2. Interview with the training provider to discuss your RPL requirements.
3. Complete the MCQs.
4. If you have passed the MCQs, complete the worksheets in this RPL Assessment Pack.

## RPL Flowchart

Ensure you complete the following tasks:



## RPL Structure

### Summary of the RPL assessments you will be required to complete:

1. Prepare for Multiple Choice Question (MCQ) paper
2. Complete a general worksheet to cover the following sections:
  - The importance of health screening worksheet
  - Provide motivation and support worksheet
  - Support behaviour change and adherence worksheet
  - Promote health and safety worksheet
  - Special populations
3. Complete Promote healthy eating worksheet
4. Complete Principles of exercise worksheet
5. Prepare programme and fitness tests for case study client
6. Complete the Business Plan – based on current PT business if applicable
7. Prepare for two practical assessments:
  - Practical observation of fitness testing
  - Practical observation of delivering a Personal Training session with a client

*Please note that the assessor will pick two resistance machines, two free weight exercises and two core stability exercises from your programme that you will be required to teach. These exercise choices will be given to the learner by the assessor in their briefing.*

**Note:** for the purpose of this qualification:

The **Learner** is the person completing the qualification.

The **Tutor** is the person delivering the knowledge for the qualification.

The **Assessor** is the person assessing your qualification.

The **Client(s)** are the real person/people that your assessments are based on.

## REPS India Standards

The following table highlights the subject areas covered in the RPL process which ensures you have met the REPs India Standards for the Diploma in Personal Training. Each unit also has a form of assessment which can be found within this pack. *Please note the unit code given in brackets refers to the ICREPS Global Standards.*

Unit	RPL Assessment(s)
<b>Unit 1 (D1 &amp; A3): Conduct health screening and assess client exercise preferences, barriers and goals including special populations</b>	Task 1: Complete General worksheet
<b>Unit 2 (D1 &amp; B2): Carry out client fitness assessments and gym inductions</b>	Task 6: Complete Fitness Testing with client Task 1: Complete general worksheet
<b>Unit 3 (A2 &amp; D2): Apply principles of anatomy and physiology in a fitness context</b>	Task 4: Multiple Choice Question (MCQ)
<b>Unit 4 (A5): Provide motivation and support as part of exercise instruction</b>	Task 1: Complete General worksheet
<b>Unit 5 (D6): Support long term behaviour change by monitoring client exercise adherence and applying motivational techniques</b>	Task 1: Complete General worksheet
<b>Unit 6 (B1): Promote healthy eating and physical activity</b>	Task 2: Complete Promote healthy worksheet
<b>Unit 7 (D3): Apply the principles of nutrition and weight management to programme design</b>	Task 4: Multiple Choice Questions (MCQ)
<b>Unit 8 (A1): Promote health and safety in a fitness environment</b>	Task 1: Complete General worksheet
<b>Unit 9 (A4): Provide customer service in health and fitness</b>	Task 4: Multiple Choice Questions (MCQ)
<b>Unit 10 (A6/D7): Develop professional practice and personal career in the health and fitness industry</b>	Task 3: Multiple Choice Questions (MCQ) Task 9: Complete Business Plan
<b>Unit 11 (B3, D4 &amp; D5): Plan exercise training programmes</b>	Task 5: Write a Personal Training Programme
<b>Unit 12 (D2): Apply the principles of exercise science to programme design</b>	Task 4: Multiple Choice Questions (MCQ) Task 3: Complete Principles of exercise worksheet
<b>Unit 13 (B3 and D5): Instruct, supervise and deliver training programmes</b>	Task 7: Personal training session with client
<b>Unit 14 (D7): Manage, review, adapt and evaluate personal training programmes</b>	Task 8: Reflective statement

Task 1: General Worksheet (*Learner to complete*)

Learner's Name	Date

Client Screening
1. Consider <b>TWO</b> factors, based on your client screening, which may affect them exercising safely.
2. List <b>TWO</b> methods of collating relevant information on your client.
3. Identify <b>TWO</b> ways in which you can establish a good rapport with your clients.
4. Why do you need to ask the client to complete the informed consent form?
5. What would be a good method of collecting information for a beginner client?
6. Describe briefly why you choose the above method of collecting information for a beginner client.
7. List <b>FIVE</b> pieces of information that you could collect during your initial assessment with your client.



8. List **TWO** reasons why you may need to temporarily defer exercise and/or refer a client to another professional.

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**Provide Motivation and Support**

9. What is the recommended amount of time that adults should spend doing moderate intensity physical activity per week?

- |                |                |               |               |
|----------------|----------------|---------------|---------------|
| a) 150 minutes | b) 120 minutes | c) 90 minutes | d) 45 minutes |
|----------------|----------------|---------------|---------------|

**Answer:**

10. If a friend has brought new trainers with the intention of joining a gym next month, what stage are they in according to the Stage of Change Model?

- |                |           |                |                      |
|----------------|-----------|----------------|----------------------|
| a) Maintenance | b) Action | c) Preparation | d) Pre-contemplation |
|----------------|-----------|----------------|----------------------|

**Answer:**

11. The Social Learning Theory (SLT) considers the unique way in which individuals acquire and maintain behaviour. It also takes into account which of the following?

- |                               |                                |                                  |                                     |
|-------------------------------|--------------------------------|----------------------------------|-------------------------------------|
| a) A person's current fitness | b) A person's past experiences | c) A person's future experiences | d) A person's current state of mind |
|-------------------------------|--------------------------------|----------------------------------|-------------------------------------|

**Answer:**

12. Buying new clothes once reaching a goal weight could be known as?

- |                 |           |               |                 |
|-----------------|-----------|---------------|-----------------|
| a) An adherence | b) A goal | c) A purchase | d) An incentive |
|-----------------|-----------|---------------|-----------------|

**Answer:**

13. When working with a new client, which of the following body languages would generally tell you they are feeling anxious or nervous?

- |                              |  |                            |                          |
|------------------------------|--|----------------------------|--------------------------|
| a) Looking down at the floor | b) Making eye contact with you and smiling | c) Arms across their chest | d) Scratching their head |
|------------------------------|--|----------------------------|--------------------------|

**Answer:**

14. As a PT, learning a client's name and some information about them will help form an effective what?

- |                 |                          |                   |                         |
|-----------------|--------------------------|-------------------|-------------------------|
| a) Session plan | b) Personal relationship | c) Programme Card | d) Working relationship |
|-----------------|--------------------------|-------------------|-------------------------|

**Answer:**

15. How is the best way to deal with a client's complaint?

- |                            |                                      |                              |                                    |
|----------------------------|--------------------------------------|------------------------------|------------------------------------|
| a) Be defensive but polite | b) Be positive, sensitive and polite | c) Ask them to write it down | d) Promise them you can resolve it |
|----------------------------|--------------------------------------|------------------------------|------------------------------------|

**Answer:**

16. Which of the following is an example of Intrinsic motivation?

a) We exercise to avoid failure	b) We exercise because we enjoy it	c) We exercise because we want to be the best	d) We exercise because we are told to by someone else
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**Answer:**

17. A barrier to exercising regularly that your client may have could be?

a) Family commitments	b) Not finding an exercise/physical activity they enjoy	c) Gym is too far away	d) All of these
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**Answer:**

18. What is the best way to access information and keep up to date within the fitness industry?

a) Watch things on social media	b) Subscribe to registered organisations	c) Ask other trainers	d) Download an APP on your phone
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**Answer:**

**Perform gym inductions**

1. Explain the purpose of a gym induction from the perspective of the client.

2. Explain the purpose of a gym induction from the perspective of the personal trainer.

3. List **THREE** things to include in a gym induction.

**Promote Health and Safety in a Fitness Environment**

1. List <b>ONE</b> consideration for each of the following groups when dealing with an emergency:
a) Children
b) Older adults
c) Disabled users
2. Why is it important to follow emergency procedures calmly?
3. List <b>TWO</b> checks you should make daily on the equipment in your environment.
4. List <b>TWO</b> points from the code of conduct relevant to your practice.

**Special Populations**

1. What are your boundaries when working with special populations in a normal exercise setting (assuming you do not hold specific qualifications for this group)?			
a) PTs should inform clients that they do not have the specialised qualification for special populations, and continue to work with them without making changes	b) PTs should inform clients that they do not have the specialised qualification for special populations so only possess basic knowledge regarding recommended guidelines, and allow the client to make an informed decision	c) PTs do not need to inform clients that they do not have the specialised qualification for special populations, and can continue to work with the client	d) PTs should inform clients that they do not have the specialised qualification for special populations, and should refuse to work with them
<b>Answer:</b>			

2. What is meant by an asymptomatic special population client?			
a) The client is showing no sign, symptoms or diagnoses of a condition or illness	b) The client is showing signs and symptoms of a condition or illness	c) The client has a diagnosed condition or illness	d) The client is showing signs of a serious health condition
<b>Answer:</b>			

3. What of the following is a **true** statement for a personal trainer who does not hold full qualifications for working with specific population groups?

a) The PT is NOT qualified to work with this client on a one-off occasion	b) The PT is qualified to plan a progressive, long-term special populations physical activity programme	c) The PT is NOT qualified to plan a progressive, long-term special populations physical activity programme	d) The PT should never offer adaptations for special populations
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**Answer:**

4. Answer **TRUE** or **FALSE** to the following statement.

All PT insurance policies will cover you to work with special populations	a) TRUE	b) FALSE
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**Answer:**

5. Answer **TRUE** or **FALSE** to the following statement.

The PT should give the client the choice to stay in the session and follow the basic recommended guidelines and/or seek further guidance from an appropriate special populations qualified PT if they are not trained in these specific areas	a) TRUE	b) FALSE
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**Answer:**

### Antenatal and postnatal women

6. The hormone Relaxin can impact exercise for a pregnant client because?

a) It loosens muscles, joints and tendons and can affect strength	b) It tightens muscles, joints and ligaments and can improve stability in the joints	c) It tightens muscles, joints and ligaments and can affect stability in the joints	d) It loosens and relaxes muscles, joints and ligaments and can affect stability in the joints
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**Answer:**

7. With regards to Supine Hypotensive Syndrome, what are the guidelines for pregnant women?

a) Avoid exercising in prone in the first trimester	b) Avoid exercising in supine in the first trimester	c) Avoid exercising in supine in the second trimester	d) Avoid exercising in side lying in the second trimester
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**Answer:**

8. What are the guidelines for returning to exercise postnatally for clients who had a non-complicated natural vaginal delivery?

a. Return 6 weeks postnatally as long as no excessive bleeding or complications	b. Return 10 weeks postnatally as long as no excessive bleeding or complications	c. Return 3 weeks postnatally as long as no excessive bleeding or complications	d. Return 12 weeks postnatally as long as no excessive bleeding or complications
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**Answer:**

9. What is Linea Alba separation?			
a) A gap in the sacrum of more than two fingers	b) A gap between the rectus abdominals of more than four fingers	c) A gap between the rectus abdominals of more than two fingers	d) A gap in the Transversus abdominis of more than two fingers
<b>Answer:</b>			

10. Which exercise should be avoided in clients postnatally for the first 3 months?			
a) Forward extension of the spine that encourages the abdomen to dome	b) Forward flexion of the spine that encourages the abdomen to dome	c) Lateral extension of the abdominals that encourages the abdomen to dome	d) Hip adduction that encourages the abdomen to dome
<b>Answer:</b>			

### Older adults

11. Answer <b>TRUE</b> or <b>FALSE</b> to the following statement.		
An older adult's fitness levels and outward appearance may not be true indicators of their fitness ability	a) TRUE	b) FALSE
<b>Answer:</b>		

12. Answer <b>TRUE</b> or <b>FALSE</b> to the following statement.		
An older adult will have a loss of balance and coordination unless they train them regularly	a) TRUE	b) FALSE
<b>Answer:</b>		

13. Answer <b>TRUE</b> or <b>FALSE</b> to the following statement.		
When working with an older adult client, you should decrease the amount of time spent warming up	a) TRUE	b) FALSE
<b>Answer:</b>		

14. Answer <b>TRUE</b> or <b>FALSE</b> to the following statement.		
When working with an older adult client you should only programme for CV training	a) TRUE	b) FALSE
<b>Answer:</b>		

### Disabled clients

15. Answer <b>TRUE</b> or <b>FALSE</b> to the following statement.		
A barrier to a disabled client attending regular exercise and physical activity could be lack of suitable equipment in the facility	a) TRUE	b) FALSE
<b>Answer:</b>		

16. Benefits of exercise to most disabled clients include which of the following?			
a) Reduced risk of coronary heart disease	b) Improved sense of well being	c) Reduced risk of other complications such as diabetes	d) All of these
<b>Answer:</b>			

17. Answer <b>TRUE</b> or <b>FALSE</b> to the following statement.		
Service providers must make 'reasonable adjustments' to their facilities and services so that they are accessible to disabled people	a) TRUE	b) FALSE
<b>Answer:</b>		

### Young people

18. Answer <b>TRUE</b> or <b>FALSE</b> to the following statement.		
Instructors must not work with children under the age of 14 unless they hold the relevant 'working with children' qualification	a) TRUE	b) FALSE
<b>Answer:</b>		

19. Answer <b>TRUE</b> or <b>FALSE</b> to the following statement.		
It is advisable for 15 year old clients to regularly be performing 1 Rep Max	a) TRUE	b) FALSE
<b>Answer:</b>		

20. Answer <b>TRUE</b> or <b>FALSE</b> to the following statement.		
Due to ongoing bone growth in a 14 year old client it is advisable to include heavy resistance in the programme	a) TRUE	b) FALSE
<b>Answer:</b>		

21. Why might a gym environment not be suitable for young people?			
a) Only a range of heavy weights are available	b) A young person may not be able to behave appropriately in the gym	c) Equipment is made for adult size bodies	d) All of these
<b>Answer:</b>			

22. Answer <b>TRUE</b> or <b>FALSE</b> to the following statement.		
When working with young people you must always use a specific PAR-Q	a) TRUE	b) FALSE
<b>Answer:</b>		

23. What is meant by the term <i>in loco parentis</i> ?			
a) The parent must stay with the young person at all times when using the gym	b) In the place of a parent, the PT accepts the responsibility of ensuring the young person gets the most out of their workout	c) In the place of a parent, the PT accepts the legal responsibility to take on some of the functions and responsibilities of a parent	d) In the place of a parent, the PT accepts the responsibility of ensuring the young person gets home safely
<b>Answer:</b>			

Assessor feedback – Assessor to complete	
Criteria No	Assessor Feedback

Result – Assessor to select final outcome (100% criteria must be met to pass)	PASS		REFER	

<b>Learner's Name</b>		<b>Signature</b>		<b>Date</b>	
<b>Assessor's Name</b>		<b>Signature</b>		<b>Date</b>	
<b>IQA's name</b>		<b>Signature</b>		<b>Date</b>	

## Task 2: Promote Healthy Eating Worksheet *(Learner to complete)*

Learner's Name	Date

1. What is the role of the pancreas?			
a) Produce hormones and digestive fluids	b) Digest carbohydrates	c) Break down food	d) Produce bile
<b>Answer:</b>			

2. What is the role of carbohydrates?			
a) Help the body grow and repair	b) Produce energy for the body	c) Help to digest food	d) Offer protection to the vital organs
<b>Answer:</b>			

3. What is the role of fats?			
a) Offer protection to the vital organs	b) Produce energy for the body	c) Help to digest food	d) Help the body grow and repair
<b>Answer:</b>			

4. What is the role of proteins?			
a) Offer protection to the vital organs	b) Produce energy for the body	c) Help to digest food	d) Help the body grow and repair
<b>Answer:</b>			

5. Which of the following is a guideline for fluid replacement before exercise?			
a) Drink 900-1200 ml at least 4 hours before exercise	b) Drink 500-700 ml at least 2 hours before exercise	c) Drink 200-400 ml at least 2 hours before exercise	d) Drink 500-700 ml at least 4 hours before exercise
<b>Answer:</b>			

6. What is body composition?			
a) The percentages of fat, in human bodies.	b) The percentages of fat, bone and muscle in human bodies.	c) The percentages of muscle in human bodies.	d) The percentages of fat and muscle in human bodies.
<b>Answer:</b>			

7. Select <b>THREE</b> of the following supplements.		
Creatine	Caffeine	Post-exercise carbohydrate ingestion
Protein supplementation	Sodium bicarbonate	β-alanine
Glutamine	Carnitine	Arginine
Taking an evidence-based approach, list the pros and cons related to the use of the three supplements you have chosen on the following table.		



Supplement chosen	Pros	Cons
1.		
2.		
3.		

8. Which of the following could be a sign or symptom that your client has an eating disorder?			
a) They have recently lost some weight	b) They are interested in the content of foods such as calories	c) They are keeping a food diary	d) They become defensive when asked about their food consumption
<b>Answer:</b>			

9. What do the terms 'kJ' and 'kcal' mean?			
a) Protein	b) Carbohydrates	c) Calories	d) Fats
<b>Answer:</b>			

10. How many calories does an average female need on a daily basis?			
a) 2,000	b) 2,500	c) 1,500	d) 2,800
<b>Answer:</b>			

11. How many calories does an average male need on a daily basis?			
a) 2,000	b) 2,500	c) 1,500	d) 2,800
<b>Answer:</b>			

12. When might you refer your client to a GP or nutritional professional?			
a) They have type 1 diabetes	b) They are extremely overweight	c) They have a range of food allergies	d) All of these
<b>Answer:</b>			

Assessor feedback	
Criteria No	Assessor Feedback

Result – Assessor to select final outcome (100% criteria must be met to pass)	PASS	REFER

<b>Learner's Name</b>		<b>Signature</b>		<b>Date</b>	
<b>Assessor's Name</b>		<b>Signature</b>		<b>Date</b>	
<b>IQA's name</b>		<b>Signature</b>		<b>Date</b>	

### Task 3: Principles of Exercise Worksheet *(Learner to complete)*

Learner's Name	Date

1. What is the Central Nervous System made of?			
a) the spine and the spinal cord	b) the brain and hormones	c) the brain and spinal cord	d) the spinal cord and the pelvis
<b>Answer:</b>			

2. What does the somatic system play a vital role in?			
a) initiating and controlling the heart	b) initiating and controlling the movements of the body	c) initiating and controlling the blood flow	d) initiating and controlling breathing
<b>Answer:</b>			

3. The somatic and autonomic nervous systems are both part of what system?			
a) the peripheral nervous system	b) the central nervous system	c) the digestive system	d) the Integumentary system
<b>Answer:</b>			

4. A neuromuscular adaptation associated with strength training is what?			
a) an increased number of nerve endings	b) an increased coordination of nerve signalling	c) an increase in muscle length	d) an increase in reflexes
<b>Answer:</b>			

5. What is Hypertrophy?			
a) decrease in flexibility	b) an increase in tendon strength	c) a decrease in the size of muscle cells	d) an increase and growth of muscle cells
<b>Answer:</b>			

6. The biomechanical term for touching your toes is known as what movement of the spine?			
a) flexion	b) extension	c) lateral flexion	d) adduction
<b>Answer:</b>			

7. The biomechanical term for <i>straighten the leg</i> is known as what movement of the knee?			
a) flexion	b) extension	c) lateral flexion	d) adduction
<b>Answer:</b>			

8. The elbow joint in a bicep curl exercise is what kind of lever?			
a) 1 <sup>st</sup> class lever	b) 2 <sup>nd</sup> class lever	c) 3 <sup>rd</sup> class lever	d) 4 <sup>th</sup> class lever
<b>Answer:</b>			

9. What does dynamic stretching involve?			
a) bouncing movements	b) holding and muscular effort	c) movement and muscular effort	d) holding and lengthen the muscle
<b>Answer:</b>			

10. An exercise that can improve posture could be what?			
a) the plank	b) isometric rows	c) glute bridges	d) all of these
<b>Answer:</b>			

11. The function of the heart's valves is to what?			
a) improve blood flowing back through the heart	b) prevent the backward flow of blood	c) prevent blood flowing through the arteries	d) improve blood flow through the veins
<b>Answer:</b>			

12. The Valsalva manoeuvre is a particular way of doing what?			
a) lifting light weights	b) breathing that increases blood flow	c) breathing that increases pressure in the chest	d) training legs
<b>Answer:</b>			

13. What is a short term effect of exercise on blood pressure?			
a) increased blood pressure	b) decreased blood pressure	c) decrease in cardiac output	d) decrease in stroke volume
<b>Answer:</b>			

14. An example of the effects that exercise has on the bones includes what?			
a) increase in ligament length	b) decrease in synovial fluid	c) decrease in bone density	d) increase in bone density
<b>Answer:</b>			

15. What is an example of non-weight bearing exercises?			
a) swimming	b) running	c) skipping	d) jumping
<b>Answer:</b>			

16. What does DOMS stand for?			
a) Delayed Onset Major Soreness	b) Delayed Onset Muscle Soreness	c) Delayed Onset Movement Stretching	d) Delayed Omittance Muscle Stretching
<b>Answer:</b>			

Assessor feedback – Assessor to complete	
Criteria No	Assessor Feedback


<b>Result – Assessor to select final outcome</b> <i>(all answers must be correct to pass)</i>	<b>PASS</b>		<b>REFER</b>	
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<b>Learner's Name</b>		<b>Signature</b>		<b>Date</b>	
<b>Assessor's Name</b>		<b>Signature</b>		<b>Date</b>	
<b>IQA's name</b>		<b>Signature</b>		<b>Date</b>	

## Task 4: MCQ Papers (*Learner's information*)

### Revision for Multiple Choice Question paper

The following knowledge is assessed in the MCQs, so please ensure your knowledge is up to date. The MCQ paper for RPL consists of the following modules – please read through all the study areas below in preparation. If you do not feel you are competent in these areas, please discuss it with your accredited training provider.

<b>Apply principles of Anatomy and Physiology in a fitness context</b>	
The structure and function of the skeletal system	The structure and function of Joints in the skeleton
The structure and function of the circulatory system	The structure and function of the respiratory system
The structure and function of the muscular system	The structure and function of the nervous system
The body's systems in relation to exercise planning and instruction	The integrated monitoring and control of skeletal muscle contraction by the nervous system to exercise planning, programming and instruction
Which joints and muscles are being utilised in an exercise and their role in the movement.	Postural alignment
Neuromuscular adaptations associated with exercise/ training	The body's energy systems
The immediate physiological responses and physiological adaptations of the body's systems to exercise	The effects of starting, continuing and stopping, different types of training, described in terms of their physiological responses
<b>Apply the principles of nutrition</b>	
The Principles of balanced nutrition	The nutritional requirements and hydration needs of clients engaged in physical activity
<b>Customer service and professional practice</b>	
Maintain personal presentation	Communicate effectively with clients
Provide customer service to clients	Respond effectively to client complaints
<b>Principles of exercise science to programme design</b>	
Biomechanics and programme design	Physiology and programme design
The short and long term effects of different types of exercise on the body	Method for monitoring intensity
Physiological responses to physical activity in various environmental conditions	The by-products of the three energy systems and their significance in muscle fatigue

**In order to pass the theory paper, learners must achieve a minimum score of 70% per module.**

Once you have completed your revision, contact your accredited training provider to request an invigilated MCQ assessment. On completing the MCQ paper successfully, you will be able to attend the accredited training provider workshop to cover planning and instructing knowledge.

## Task 5: Write a Personal Training Programme (*Learner to read and complete*)

Write a programme card choosing **one** of the [case studies](#) below.

### Personal Training Programme Cards guidance

To complete this part of the assessment you will need to create a Personal Training programme for **one** of the case study clients.

Below is guidance to help you write your Personal Training programme card. Read through the marking checklist to ensure you have met all the criteria.

1. Design an exercise plan format and structure that is appropriate to the client and the specific target adaptation.
2. Plan a range of exercises to help the client to achieve their objectives, goals, preferences, injury and health profile, covering:
  - cardiovascular (CV) fitness
  - muscular fitness
  - flexibility
  - motor skills
  - core stability
3. Plan using a range of fitness equipment (see exercise choices).
4. Identify the resources needed for the programme, including:
  - Environment for the session
  - Portable equipment
  - Fixed equipment
  - The use of environments not designed for exercise, you will need to include an obtained permission letter for use of public spaces if required
  - If you plan to use music, please include detail regarding the music.
5. Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned.

**The Personal Training programme must contain the following components:**

#### Warm up

You must include an appropriate warm up for each programme, including details of the intensity you are aiming to work your client at as well as any pre-exercise stretches (if appropriate).

#### CV machines

You must plan and instruct a minimum of **two** of the following types of CV training:

- Interval
- Fartlek
- Continuous

Your CV component must be on a different piece of CV equipment to your warm up and your Personal Training programme must include details of the intensity of the CV session (e.g. % MHR, RPE etc.) plus any key coaching points for the type of equipment you are using.

The CV session must be a minimum of 15 minutes in duration (excluding warm up).

## Resistance workout

This component must include resistance machines **and** free weights (includes cables, dumbbells and barbells).

You must plan and instruct a minimum of **two** of the following approaches to training using different exercises:

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

You must include a minimum of eight resistance exercises on your lesson plan, together with key coaching points, sets, repetitions, rest periods and intensity levels (i.e. % 1RM).

## Core stability

There must be evidence that you have planned at least one core stability exercise (e.g. an exercise to improve muscles associated with stabilisation (local) and mobilisation (global)).

## Cool down

There must include safe and effective cool down components for the programme, including relevant post-workout stretches. You must identify which muscles are being stretched and whether they are maintenance or developmental stretches.



## Case Studies

### Case study 1

#### Client details

**Name:** Steve Green

**Address:** 123 Church Lane

**Age:** 24

**Lifestyle and health:** He has very little gym experience, he has no injury or illness concerns. Eats reasonably healthy diet.

**Occupation:** accountant

**Physical activity levels:** low fitness level, beginner in terms of weight training

**Summary of the client' attitude and motivation to exercise:** Steve lacks motivation but is keen to get exercising.

**Client's barriers to exercise:** Steve struggles to find the time to exercise and has a busy family life.

#### **Client's activity preference**

**Client's LIKES:** Likes the idea of resistance training.

**Client's DISLIKES:** Not too keen on running, but happy to try most pieces of CV.

**Fitness Goals – short and long term:** Steve wants to build muscle.

### Case study 2

#### Client details

**Name:** Anna Green

**Address:** 123 Church Lane

**Age:** 40

**Lifestyle and health:** She has previously used the gym but focused on cardiovascular exercise. She has slightly high blood pressure at 145/90.

**Occupation:** School teacher

**Physical activity levels:** A relatively low level of fitness, however she does have experience in using the gym

**Summary of the client' attitude and motivation to exercise:** she is worried about exercising because of her blood pressure and is a bit nervous, she also finds exercising boring and hard work.

**Client's barriers to exercise:** worried about the effects on her health, is nervous and is worried she will hurt herself as she lacks experience.

#### **Client's activity preference**

**Client's LIKES:** Enjoys Cardiovascular training.

**Client's DISLIKES:** Not too keen on weight training, but happy to give it a go. Doesn't enjoy doing lots of sit ups.

**Fitness Goals – short and long term:** Anna wants to feel better, reduce her blood pressure and help to reduce stress caused by her work.

Exercise choices you may be assessed on (*Learner's information*)

Personal training – Equipment and training specifications	
Cardiovascular approaches to training	<ul style="list-style-type: none"> <li>• Interval</li> <li>• Fartlek</li> <li>• Continuous</li> </ul>
Gym based equipment	<ul style="list-style-type: none"> <li>• cardiovascular machines</li> <li>• resistance machines</li> <li>• free weights – including barbells and dumbbells and cables where available</li> <li>• hydraulic</li> <li>• electronic and air-braked equipment</li> </ul>
Portable equipment	<ul style="list-style-type: none"> <li>• exercise balls</li> <li>• bars</li> <li>• steps</li> <li>• bands</li> <li>• abdominal assisters</li> <li>• cardiovascular equipment such as skipping ropes</li> <li>• free weight such as kettlebells</li> </ul>
Correct lifting and passing techniques, including dead lifting the barbell safely from the floor and spotting	
Resistance approaches to training:	<ul style="list-style-type: none"> <li>• Pyramid systems</li> <li>• super-setting</li> <li>• giant sets</li> <li>• tri-sets</li> <li>• forced repetitions</li> <li>• pre-/post-exhaust</li> <li>• negative / eccentric training</li> <li>• muscular strength, endurance / muscular fitness</li> </ul>
Other training methods:	<ul style="list-style-type: none"> <li>• Plyometric training systems</li> </ul>

Personal Training Programme Card (*Learner to complete*)

<b>Client's Name</b>		<b>Client category (circle)</b>	Experienced Active	Inexperienced Inactive	<b>Environment</b>		<b>Date</b>	
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Name of the exercise	Timings/repetitions	Equipment	Approach/training method	Adaptations/modifications/notes
<b>Warm up phase</b>				
<b>Main phase</b>				
<b>Cool down phase</b>				

Personal Training Programme Card marking checklist (*Assessor to complete*)

Learner's Name	Date

The learner requires a tick or a C in every box to achieve a pass. Questioning can be used and should be indicated by Q and then V or R, depending on the outcome.

**KEY: v = Pass R = Refer Q = Question C = Pass with comment**

The Learner:	Outcome
1. Planned a programme to meet the client's needs	
2. Planned a range of exercises to help clients achieve their objectives and goals.	
3. Planned to use a suitable range of fitness equipment to include: <ul style="list-style-type: none"> <li>Fixed, portable, resistance, free-weights</li> </ul>	
4. Included a range of cardiovascular approaches (Interval, Fartlek, Continuous)	
5. Included at least ONE of the following resistance approaches in the programme: <ul style="list-style-type: none"> <li>Pyramid systems</li> <li>super-setting</li> <li>giant sets</li> <li>tri-sets</li> <li>forced repetitions</li> <li>pre-/post-exhaust</li> <li>negative / eccentric training</li> <li>muscular strength, endurance / muscular fitness</li> </ul>	
6. Made sure exercises/physical activities were consistent with accepted good practice	
7. Identified the resources needed for the programme, including the use of environments not designed for exercise	
8. Applied the principles of training to help clients to achieve short, medium and long-term goals	
9. Ensured the components of fitness were built into the programme, to include some or all of the following across the programmes: <ul style="list-style-type: none"> <li>cardiovascular fitness</li> <li>muscular fitness</li> <li>flexibility</li> <li>motor skills</li> <li>core stability</li> </ul>	
10. Provided alternatives to the programmed exercises/physical activities if clients could not take part as planned	
11. Recorded plans in a format that helped to implement the programme	
12. Used clear and structured forms when writing exercise plans and exercise programmes	
13. Planned safe and effective warm up activities across the programme	
14. Planned safe and effective resistance programme across the programme	
15. Planned safe and effective cardiovascular programme across the programme	
16. Planned safe and effective core stability programme across the programme	
17. Planned safe and effective cool down activities across the programme (including relevant stretching)	

Assessor feedback – Assessor to complete	
Criteria No	Assessor Feedback

Result – Assessor to select final outcome (100% criteria must be met to pass)	PASS		REFER	

<b>Learner's Name</b>		<b>Signature</b>		<b>Date</b>	
<b>Assessor's Name</b>		<b>Signature</b>		<b>Date</b>	
<b>IQA's name</b>		<b>Signature</b>		<b>Date</b>	

## Task 6: Complete Fitness Testing with client

Your training provider will let you know when to complete the practical assessment day. Below are the forms your client (friend or peer) will need to complete.

### Physical Activity Readiness Questionnaire (PAR-Q) *(Client to complete at assessment)*

*(Instructor to complete with client)*

Client's Name	Date

Taking part in physical activity/exercise is very safe for most people. However, some people should check with their doctor before they start an exercise session. Before taking part in physical activity and/or exercise, please answer the questions below. If you are between the ages of 15 and 69, the PAR-Q will tell you if you should check with your doctor before you start. If you are over 69 years of age, and you are not used to being very active, check with your doctor.

Common sense is your best guide when you answer these questions. Please read the questions carefully and answer each one honestly: please tick YES or NO

1. Has your doctor ever said that you have a heart condition <u>and</u> that you should only do physical activity/exercise recommended by a doctor?	Yes/No
2. Is there any history of heart disease in your family?	Yes/No
3. Do you feel pain in your chest when you do physical activity/exercise?	Yes/No
4. In the past month, have you had chest pain when you were not doing physical activity/exercise?	Yes/No
5. Do you lose your balance because of dizziness or do you ever lose consciousness?	Yes/No
6. Do you have a bone or joint problem (for example, back, knee or hip) that could be made worse by a change in your physical activity? (if so, please give details)	Yes/No
7. Do you suffer from any of the following: asthma; diabetes; epilepsy; high blood pressure? (if so, please give details)	Yes/No
8. Do you have any other medical or physical condition (such as diabetes, cancer, osteoporosis)?	Yes/No
9. Do you have any current injuries or conditions, and if so, are they being treated by a doctor or other health professional such as a physiotherapist? (if so, please give details)	Yes/No
10. Do you know of <u>any other reason</u> why you should not do physical activity/ exercise?	Yes/No

If you answered YES to any of the questions above, please check with a member of staff before taking part in the physical activity or exercise session. It may be necessary for you to be referred to your doctor before taking part in the session.

If you answered NO to all questions, you can be reasonably sure that you can safely take part in the physical activity or exercise sessions, but please ensure that you begin slowly, warm up appropriately and progress slowly.

**Assumption of Risk:** *I declare that I have read, understood, and answered honestly all the questions above. I am agreeing to participate in the exercise session (which may include aerobic, resistance, power and stretching exercises) and understand that there may be risks associated with physical activity.*

*I have read, understood and completed this questionnaire. Any questions I had were answered to my full satisfaction.*

Client's Signature	Date

**Informed Consent** (*Client to complete at assessment*)

**General statement**

I understand that this physical fitness programme includes exercises to build the cardiorespiratory system (heart and lungs), the musculoskeletal system (muscles, joints and bones) and to improve body composition.

Exercise may include aerobic activities such as treadmill, running, walking, bike, rowing, group aerobic activities, weight training and exercises for mobility and flexibility.

I understand that it is my responsibility to inform the instructor of any health problems, injuries, pregnancy's or recent pregnancies or any other health conditions that is relevant to me exercising.

In the event that medical clearance must be obtained prior to my participation in the exercise programme, I agree to consult my physician and obtain written permission from my physician prior to the commencement of any exercise programme.

I understand that I am responsible for monitoring my own condition throughout any exercise programme. Should any unusual symptoms occur I will stop my participation and inform my instructor of the symptoms immediately. I also understand that I may discontinue the sessions at any time due to adverse symptoms and that I should inform my instructor accordingly.

In signing the consent form I affirm that I have read this form in its entirety and that I understand the nature of the practical exercise sessions. I also confirm that my questions regarding the exercise programme have been answered to my satisfaction.

<b>Instructor's Name</b>	
<b>Client's Name</b>	
<b>Client's Signature</b>	
<b>Date</b>	

Fitness Testing – *Learner to complete with client*

Physical Measurements and Fitness Test Record

<b>Client's Name</b>	
<b>Instructor's Name</b>	
<b>Date</b>	

<b>Assessment/Test</b> (circle chosen test – minimum of three)	<b>Results/Observations</b>	<b>Choices and reason for choice</b> If these tests were not carried out, please explain/justify your reason
<b>Blood pressure</b> <ul style="list-style-type: none"> <li>Manual or digital</li> </ul>		
<b>Anthropometrics (<i>pick one</i>)</b> <ul style="list-style-type: none"> <li>BMI</li> <li>waist circumference</li> <li>waist to hip ratio</li> </ul>		
<b>Body composition</b> <ul style="list-style-type: none"> <li>Skinfolds Callipers or Bio-electrical impedance</li> </ul>		
<b>Muscular strength and endurance (<i>pick one</i>)</b> <ul style="list-style-type: none"> <li>sit-up</li> <li>press up</li> <li>back extension</li> <li>repetition maximum tests (bench press, squat, deadlift)</li> </ul>		
<b>Cardiovascular fitness (<i>pick one</i>)</b> <ul style="list-style-type: none"> <li>Balke treadmill</li> <li>Astrand Bike test</li> <li>other ergometer tests</li> </ul>		
<b>Posture and alignment observation (complete full body)</b> <ul style="list-style-type: none"> <li>head</li> <li>shoulders</li> <li>pelvis and lumbar spine</li> <li>knees</li> <li>feet and ankles</li> </ul>		



Analyse the Fitness Test results (*Learner to complete*)

<b>Client's Name</b>	
<b>Instructor's Name</b>	
<b>Date</b>	

<b>Analysis the results of the assessments against standard benchmarks eg ACSM/ACE guidelines</b>

<b>Highlight areas of strength</b>	<b>Highlight areas to work on</b>

<b>Recommendations for the client's exercise programme</b>

<b>Assessor feedback – Assessor to complete</b>	
<b>Criteria No</b>	<b>Assessor Feedback</b>

<b>Result – Assessor to select final outcome</b> <i>(100% criteria must be met to pass)</i>	<b>PASS</b>		<b>REFER</b>	
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<b>Learner's Name</b>		<b>Signature</b>		<b>Date</b>	
<b>Assessor's Name</b>		<b>Signature</b>		<b>Date</b>	
<b>IQA's name</b>		<b>Signature</b>		<b>Date</b>	

Observation of Fitness testing checklist (*Assessor to complete*)

Learner's Name	Date

The learner requires a tick or a C in every box to achieve a pass. Questioning can be used and should be indicated by Q and then V or R, depending on the outcome.

**KEY: V = Pass R = Refer Q = Question C = Pass with comment**

The Learner:	Outcome
1. Chose fitness assessments appropriate to the client.	
2. Explained the aims of the planned fitness assessments to the client and described what these assessments will involve.	
3. Organised the equipment so that fitness assessments can be carried out as planned.	
4. Demonstrated correct use of fitness assessment equipment.	
5. Implemented planned physical fitness assessments, using the correct tools, methods and protocols.	
6. Dealt with any problems or issues that arose during fitness assessments.	
7. Showed empathy and put clients at ease during the fitness assessment process.	
8. Took account of all relevant safety considerations.	
9. Recorded fitness assessment results in a way that will help to analyse and repeat them at a later date.	
10. Provided feedback to the client in a suitable manner.	
11. Treated client information with sensitivity and discretion.	
12. Referred any client whose needs and potential they could not meet to another professional, including more experienced/ qualified fitness professionals.	
13. Followed legal and organisational requirements for data protection and confidentiality.	

Assessor feedback – Assessor to complete	
Criteria No	Assessor Feedback

Result – Assessor to select final outcome (100% criteria must be met to pass)	PASS	REFER

Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

## Task 7: Personal training session with client

### Personal Training Practical Observation Marking checklist *(Assessor to complete)*

Learner's Name	Date

The learner requires a tick or a C in every box to achieve a pass. Questioning can be used and should be indicated by Q and then V or R, depending on the outcome.

**KEY: V = Pass R = Refer Q = Question C = Pass with comment**

Preparing for session, the learner must:	Outcome
1. Prepare the environment and equipment needed for the session and deal with any items that are unsafe	
2. Obtain permission for use of public spaces if required	
<b>Prepare clients for personal training sessions</b>	
3. Help clients feel at ease in the exercise environment	
4. Cover any health and safety details with client (fire exits, first aid etc)	
5. Explain the personal trainer role and responsibilities to clients	
6. Verbally screen the client	
7. Explain the planned objectives and exercises to clients and how they meet client goals	
8. Explain the physical and technical demands of the planned exercises to clients	
9. Determine client's prior knowledge and skill in the exercise	
10. Assess clients' state of readiness and motivation to take part in the planned exercises	
11. Negotiate and agree with clients any changes to the planned exercises that meet their goals and preferences and enable them to maintain progress	
<b>Preparing - Section Result</b>	

The warm up phase, the learner must:	Warm up activity/CV	Warm up Stretches
12. Explain the purpose and value of a warm-up and cool down to clients		
13. Provide warm-up activities appropriate to the clients, planned exercise and the environment		
15. Demonstrate and instruct cool down activities as required, ensure appropriate teaching position throughout		
<b>Warm up - Section Result</b>		

**Key:** CV2 = cardiovascular RM = resistance machine FW = free weights CS = core stability

During the main session, the learner must:	Main CV2	RM1	RM2	FW1	FW2	CS 1	CS 2
1. Perform demonstrations that are safe and appropriate							
2. Provide clear instructions, explanations and demonstrations that are technically correct, safe and effective							
3. Use a range of methods to instruct to meet the client's preferred learning style							
4. Communicate effectively with the client							
5. Ensure suitable instructing position to be able to observe the client fully from a range of angles							
6. Use correcting techniques that are suitable and at appropriate points in the session							
7. Analyse client's performance, provide positive reinforcement							
8. Give suitable adaptations, progress or regress exercises according to clients' needs							
9. Ensure clients can carry out the exercises safely on their own							
10. Use motivational techniques to increase performance and adherence to exercise							
11. Use the common biomechanical terms when instructing							
12. Instruct a minimum of <b>two</b> approaches to training using different exercises:							
<b>Main Session – Section Result</b>							

Bring exercise sessions to an end, the learner must:	Cool down CV	Cool down stretches
13. Deliver cool-down activities according to the type and intensity of physical exercise and client needs and condition		
14. Demonstrate and instruct cool down activities as required, ensure appropriate teaching position throughout		
15. Allow sufficient time for the closing phase of the session		
<b>Ending Session – Section Result</b>		

Post session, the learner must:	Outcome
16. Provide clients with feedback and positive reinforcement	
17. Encourage clients to think about the session and provide feedback	
18. Explain to clients how their progress links to their goals and the overall programme	
19. Leave the environment in a condition acceptable for future use by yourself and others	
<b>Post Session – Section Result</b>	

Assessor feedback – Assessor to complete	
Criteria No	Assessor Feedback

Result – Assessor to select final outcome (100% criteria must be met to pass)	PASS		REFER	

Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

**Note to assessor:** if the learner has failed the pre-session or closing session they can just retake just this section. If they fail the main session, and the R's are in one column they can retake just this exercise/component, however if the R's are across more than one column they have to retake the whole main session.

**Task 8: Reflective Statement** (*Learner to complete*)

Learner's Name	Date

After completion of the instructing your client, you will need to complete a reflective statement based on the session.

<b>1. Feedback given from the client</b>
<b>2. Identify how well you managed the participants' exercise with regard to their needs</b>
<b>3. What key lessons have you learnt from this session that you can use in the future to improve your planning and instructing?</b>
<b>4. How can reflection and feedback from participants and others can improve your future practice.</b>

Assessor feedback – Assessor to complete	
Criteria No	Assessor Feedback

Result – Assessor to select final outcome (100% criteria must be met to pass)	PASS		REFER	

<b>Learner's Name</b>		Signature		Date	
<b>Assessor's Name</b>		Signature		Date	
<b>IQA's name</b>		Signature		Date	

## Task 9: Business Plan (*Learner to complete*)

You are required to complete all sections of the business plan, and will be marked using the [Business Plan marking checklist](#).

### Part One: The elements of your business

<b>1. Business name (or potential name).</b>
<b>2. Business summary: What do you offer? Are you offering bundles etc?</b>
<b>3. What is your unique selling point? What are you offering others are not?</b>
<b>4. Identify a typical customer you aim your services at.</b>
<b>5. What premises do you have or plan to use/rent?</b>
<b>6. Do you require transport? If yes, do you need to buy a vehicle?</b>
<b>7. What insurance requirements do you need to consider? ie personal, equipment, facilities</b>

<b>8. Are you going to employing other staff? If yes what is the arrangement ie freelance, they hire the space or employed by you</b>

### Part Two: Competitor research

Consider those offering the same or similar services in your area, research at least **THREE** competitors and fill in the details in the table below.

<b>Name and location of business 1</b>	
<b>Size of the business</b> Small, medium, Large	
<b>Services they offer</b>	
<b>Pricing structure</b>	
<b>Strengths compared to yours</b>	
<b>Weaknesses compared to yours</b>	

<b>Name and location of business 2</b>	
<b>Size of the business</b> Small, medium, Large	
<b>Services they offer</b>	
<b>Pricing structure</b>	
<b>Strengths compared to yours</b>	



<b>Weaknesses compared to yours</b>	
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<b>After doing some market research, are there other people offering the same service in your area? What are you doing that is different?</b>

### Part Three: Marketing strategy

Consider at least **THREE** methods of marketing.

List Method	Why have you chosen this marketing method?	How much will it cost?
1.		
2.		
3.		
<b>TOTAL COST</b>		

### Part Four: Estimated business costs/expenditure

Item	Estimated monthly cost
New equipment	
Rent	
Utilities ie Gas, electricity and oil	
Marketing	
All personal and property insurances	
Uniform and clothing	
Phone	
Internet and other IT services	
Professional memberships	
Staff costs	
<b>TOTAL MONTHLY COST</b>	

Part Five: Estimated business income

Item/Service	Estimated monthly income
<b>TOTAL MONTHLY INCOME</b>	

Business Plan Marking Checklist *(Assessor to complete)*

Learner's Name	Date

The learner requires a tick or a C in every box to achieve a pass. Questioning can be used and should be indicated by Q and then V or R, depending on the outcome.

**KEY: v = Pass R = Refer Q = Question C = Pass with comment**

The Learner:	Outcome
<b>Part One: The elements of your business</b>	
1. Considered the elements of their business.	
<b>Part Two: Competitor research</b>	
2. Carried out a competitor analysis.	
<b>Part Three: Marketing strategy</b>	
3. Set a marketing plan.	
<b>Part Four: Estimated business costs/expenditure</b>	
4. Considered their expenditure costs.	
<b>Part Five: Estimated business income</b>	
5. Considered their potential income.	

Assessor feedback – Assessor to complete	
Criteria No	Assessor Feedback

Result – Assessor to select final outcome	PASS		REFER	

Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's Name		Signature		Date	

## Assessment Result

Your accredited training provider will now inform you of your result e.g. pass, refer or fail.

Should you need to re-sit the assessment/s or attend any additional learning to complete your full qualification, additional charges may apply and may vary between different accredited training providers.

If you wish to appeal the result of your assessment, please follow the training provider's own appeals procedure. If you have a complaint about your provider, please following their own complaints procedure.

If you are not satisfied with the outcome of either your appeal or complaint, please [contact us](#).