

Unit Title:	Evaluate exercise and physical activity programmes
OCR unit number	6
Sector unit number	PT306
Level:	3
Credit value:	3
Guided learning hours:	14
Unit expiry date:	30/04/2015

Unit purpose and aim

This unit covers the knowledge and competence that the learner needs, to evaluate exercise and physical activity programmes.

Learning Outcomes	Assessment Criteria
<p>The Learner will:</p> <p>1 Understand how to work with clients to evaluate exercise and physical activity programmes</p>	<p>The Learner can:</p> <p>1.1 Explain why it is important to evaluate progressive physical activity programmes</p> <p>1.2 Outline the principles of evaluation in the context of physical activity</p> <p>1.3 Outline what information is needed to evaluate physical activity programmes</p> <p>1.4 Explain methods that can be used to collect the information required to evaluate physical activity programmes</p> <p>1.5 Explain why it is important to evaluate all stages and components of the programme</p> <p>1.6 Describe methods that can be used to organise information so that it can be analysed</p> <p>1.7 Describe methods that can be used to get structured feedback from clients</p> <p>1.8 Explain why structured feedback is important</p> <p>1.9 Explain how to analyse information and client feedback</p> <p>1.10 Explain why it is important to discuss preliminary conclusions with the client</p> <p>1.11 Explain why the client's views are important</p>
<p>2 Be able to work with clients to evaluate exercise and physical activity programmes</p>	<p>2.1 Collate all available information regarding the planned programme and client objectives</p> <p>2.2 Collate information regarding client progress, adaptations to the programme and the reasons for adaptation</p> <p>2.3 Collate information regarding client adherence</p> <p>2.4 Collect structured feedback from the client</p> <p>2.5 Analyse available information and feedback</p>

Learning Outcomes	Assessment Criteria
	2.6 Outline preliminary conclusions about the effectiveness of the programme 2.7 Discuss preliminary conclusions with the client and take account of their views
3 Understand how to identify lessons for future practice	3.1 Explain why continuous improvement in practice is important for exercise/physical activity instructors 3.2 Explain why it is important to prioritise the improvement of some programme components 3.3 Explain how to prioritise which programme components to work on 3.4 Outline sources of information, advice and best practice on how to improve programme components 3.5 Explain why it is important to share conclusions about improving own practice with other people 3.6 Identify who to share ideas for improvements in own practice with 3.7 Describe how to make use of improvements in own practice in the future
4 Be able to identify lessons for future practice	4.1 Identify the relative success of each programme component 4.2 Prioritise those programme components that are vital to improving practice 4.3 Identify how programme components could be improved 4.4 Share own conclusions with relevant people and take account of their feedback 4.5 Undertake further research and development to improve programme components 4.6 Note lessons for future practice

Assessment

This qualification is internally assessed by centre staff and externally verified by OCR Assessors.

Evidence requirements

This unit can be assessed by using a variety of methods from workplace evidence. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

Please refer to Section 3 of the Centre Handbook for detailed information about conducting assessment and producing valid candidate evidence.

There must be evidence that the learner has met all of the assessment criteria listed against 'the learner will be able to' through their own work.

This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

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

Simulation

Simulation is not allowed for this unit.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Guidance on assessment and evidence requirements

Learning Outcomes 1 and 3 can be assessed by;

- professional discussion
- oral questions and answers
- questions requiring written answers

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

Learning Outcome 2

When working with clients to evaluate exercise and physical activity programmes the learner **must** cover 3 of the following types of objective; short-term, medium-term and long-term.

Learning Outcome 4

When identifying lessons for future practice the learner **must** cover all of the following types of programme component:

- information gathering
- planning
- selection and structure of activities
- programme management
- programme monitoring
- programme adaptation and progression
- client relationship
- client motivation and adherence
- client satisfaction

with 2 of the following types of people:

- colleagues
- line manager
- clients

National Occupational Standards (NOS) mapping/signposting

D459 Evaluate exercise and physical activity programmes

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

The functional skills standards can be found to view on the Ofqual website:

<http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing	✓	Use ICT systems	✓
Reading	✓	Analysing	✓	Find and select information	✓
Writing	✓	Interpreting	✓	Develop, present and communicate information	✓

Resources

The specific requirements for the Level 3 Diploma in Personal Training NVQ include:

1. Sufficient space for the safe and effective delivery of personal training activities (this should take into account health and safety requirements, equal opportunities practice (e.g. taking into account any special requirements or disabilities of learners), and the number of learners being assessed. The space required will be determined by the activity being undertaken.
2. Sufficient and safe equipment that is fit for purpose and in good working order enabling all aspects of the standards to be met (this should take into account the need to keep appropriate records regarding the maintenance and calibration of equipment according to manufacturers guidelines. The range of available equipment should enable learners to be assessed in all relevant aspects of the standard according to the evidence requirements. The equipment required will be determined by the activity (eg for gym a range of free weights, resistance and cardio machines will be required to meet the evidence requirements).

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk .