

Level 4 Industry Award Strength & Conditioning

Submission Guidance Pack

for recognition by
the Register of Exercise Professionals



Contents

Introduction	3
Section 1: Background Information.....	4
1.1 Introduction to the Register of Exercise Professionals and PD:Approval.....	4
1.2 REPs registration categories	5
1.3 Industry Award Endorsement	5
1.4 Terminology	5
Section 2: The Endorsement Process.....	7
2.1 Submission details.....	7
2.2 The Industry Award endorsement flowchart.....	7
2.3 The submission process	8
2.4 Confidentiality.....	8
Section 3: Criteria for Approval.....	9
3.1 Evidence required	9
Section 4: The Evaluation	19
4.1 The evaluation result	19
4.2 Changes to your endorsement.....	19
4.3 Renewal.....	19
4.4 Dropbox.....	19
4.5 PD:Portal	20
Section 5: Quality Assurance	21
5.1 External Quality Assurance (EQA)	21
5.2 Internal Quality Assurance (IQA)	21
Section 6: Appendices	22
Appendix 1 - Price list.....	22
Appendix 2 - Guidance on assessment	23
Appendix 3 - Example of mapping to National Occupational Standards.....	25
Appendix 4 - Example lesson plan	26
Appendix 5 - Sample certificate	27
Appendix 6 - Example of marking criteria and practical assessment checklist	28
Appendix 7 - Example Level 4 Practical Observation Checklist	29
Appendix 8 - Contact Us.....	31

Introduction

Thank you for your interest in submitting your Level 4 Industry Award to PD:Approval (PDA) for endorsement which will enable your graduates to gain entry at Level 4 to the Register of Exercise Professionals (REPS), providing the Level 4 prerequisite requirements are met.

This document sets out the endorsement submission process for Industry Awards.

An Industry Award is a piece of training that has been developed by an employer in-house, private training provider or a higher education institution. Industry Awards must map fully to the relevant National Occupational Standards (NOS) to ensure an industry benchmark is met, but the PDA endorsement process allows you the autonomy to add more contextualised content to the course and assessment – a huge benefit when developing your universal selling point to learners.

The main outcome of Industry Award endorsement is to enable your learners to gain entry to REPs or, if already a member, gain another level. The ultimate aim is to create a personalised award that is recognised by industry and suits the requirements of either you as an employer or your learners.

Training providers wishing to become endorsed are required to embed the Strength & Conditioning NOS into their award to ensure that learners have covered all of the requirements which underpin the REPs framework. The vocational assessment must also meet REPs requirements and this document will guide you through applying, mapping and assessing.

If you are already delivering qualifications through an Awarding Organisation you will your systems and processes in place already and just need to create your technical content. If you are in the early stages of developing your award programme then the NOS are a great way to provide the initial structure and guidance. Essentially, the flexibility is there to ensure that you can meet not only the requirements but also provide excellent employability opportunities once your learners have completed their award.

Your endorsed programme will not gain recognition as a Regulated Qualifications Framework (RQF) qualification and will not be eligible for funding through the ESFA Education and Skills Funding Agency, however it will be a recognised Industry Award and will grant your learners entry to REPs. PD:Approval will not charge you for certification or resources, these are generated by you as the training provider. PD:Approval will however sample these to ensure consistent high standards.

We hope this submission guidance pack gives you all the information needed to make a successful submission, but please contact us should you require any further assistance.

We look forward to working with you.

The Professional Development Team
PD:Approval

Section 1: Background Information

1.1 Introduction to the Register of Exercise Professionals and PD:Approval



The Register of Exercise Professionals (REPs) was launched in 2002 as an independent, public register which recognises the qualifications and expertise of health-enhancing exercise professionals in the UK, and provides a system of regulation for instructors and trainers to ensure that they meet the health and fitness industry's agreed National Occupational Standards (NOS).

REPs provides assurance and confidence to the public and employers alike that all professionals on the register are appropriately qualified and have the knowledge, competence and skills to perform their role effectively. A REPs membership helps to enhance employment prospects, with a range of exercise and fitness facilities only employing REPs members.

Quality and high standards of education are at the heart of REPs and it strives to ensure that all registered members have access to a developed career pathway in health and fitness or have the technical support to be able to create their own with the best learning experiences possible. A key aim of the register is to protect the public from 'cowboy trainers' who do not hold appropriate qualifications.

All of the REPs entry qualifications are delivered via awarding organisations, mapped to NOS and are referred to as accredited qualifications. These accredited qualifications sit on the Regulated Qualifications Framework (RQF).

REPs also provides a catalogue of quality assured Continuing Professional Development (CPD), endorsed by PD:Approval (PDA) through a rigorous evaluation process which examines not only the training programme but the training provider as well. Endorsed training builds on the fundamentals of a qualification and allows register members to pursue an area of interest and gain insurances to practice.

A REPs membership is recognised as the badge of professionalism by the fitness industry, and the PDA endorsement logo on your endorsed training supports them to achieve their goals.

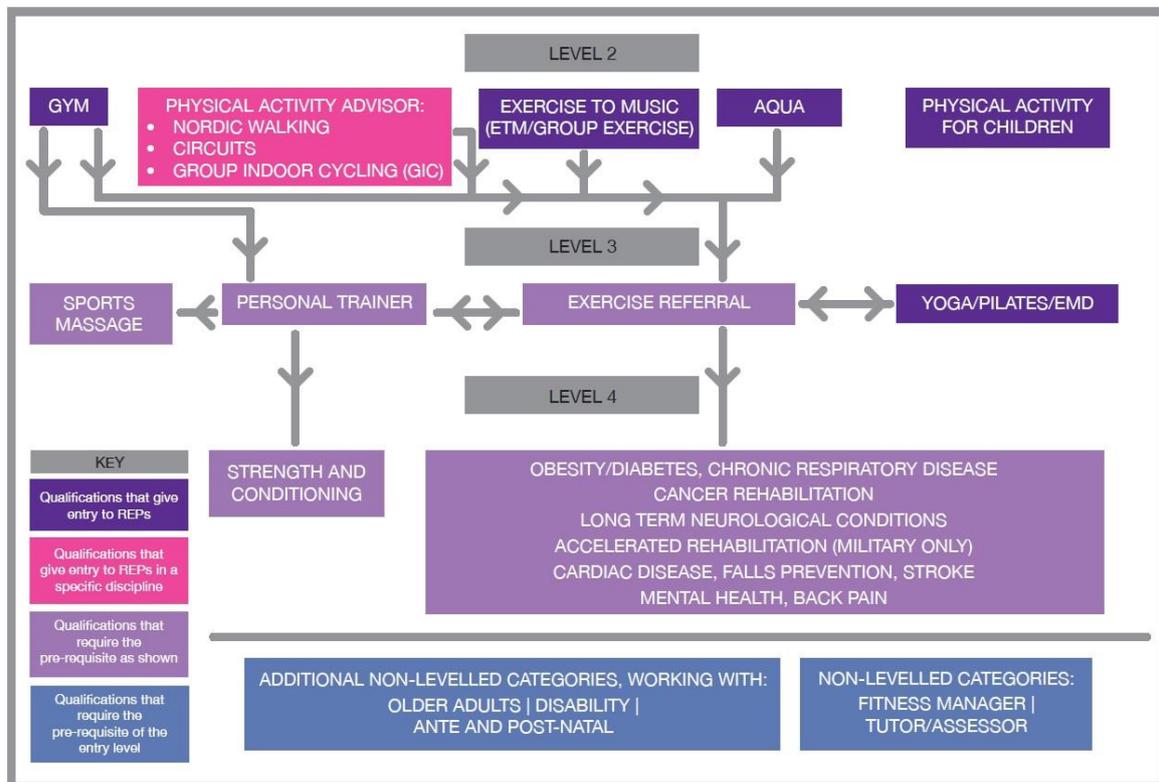
PD:Approval (PDA) is an independent quality assurance service working with new and established membership organisations in numerous sectors. We have an uncompromising approach to quality and unbiased objective quality checks to ensure that the learner benefits from the best learning experience and can take advantage of employability skills that are also identifiably transferable.

PDA's expertise lies in embedding robust processes and structures to drive up excellence, increasing employability and career advancement for members within the UK and internationally. The approval process is administered by PDA, licensed by REPs.

PD:Approval
Endorsed

1.2 REPs registration categories

The table below demonstrates the different levels of membership available to those wishing to join REPs.



Training providers looking to bulk purchase membership for their learners can do so by contacting REPs on 033 0004 0004 or at info@exerciseregister.org.

1.3 Industry Award Endorsement

Endorsement lasts for one year and is for one industry award. All endorsed industry awards are awarded 20 CPD points.

All those responsible for the creation as well as the delivery of any training programme submitted for Industry Award Endorsement must be suitably qualified and, where that training underpins a REPs category, hold REPs membership. Authors, tutors, assessors and the internal quality assurers must hold relevant qualifications or acceptable alternatives. Where gaps exist, PDA provides [training days](#) throughout the year.

See [Appendix 1](#) for details of the cost of your chosen endorsement package.

1.4 Terminology

It is important that providers understand the terminology used in Industry Award endorsement so that their marketing and social media is correct when describing their endorsed programme or the relationship with the STA.

Below is a list of the terms used in Industry Award endorsement – please make yourself familiar with them to ensure that you do not mislead your learners or inaccurately describe the status of your training:

Term	Explanation
Endorsed/ Endorsement	All training that successfully completes the submission process is 'endorsed' by PD:Approval and is referred to as an 'endorsement'.
Approved/ Approval	Training providers need to gain 'approval' for their submission in order to become endorsed.
Recognised	A fitness endorsed programme is 'recognised' by REPs (not endorsed, approved or accredited).
Awarded	CPD points are 'awarded' to endorsed programmes and then the endorsed provider will 'award' those points to learners who successfully complete their endorsed training.
Course	Industry Awards are sector recognised but not termed as qualifications and will not appear on the Regulated Qualifications Framework (RQF). Therefore your endorsed award should be referred to as a course.
Beware!	Beware of the word 'accredited' – it cannot be used to describe any type of endorsement and is used in the educational world only in the context of qualifications.

Section 2: The Endorsement Process

2.1 Submission details

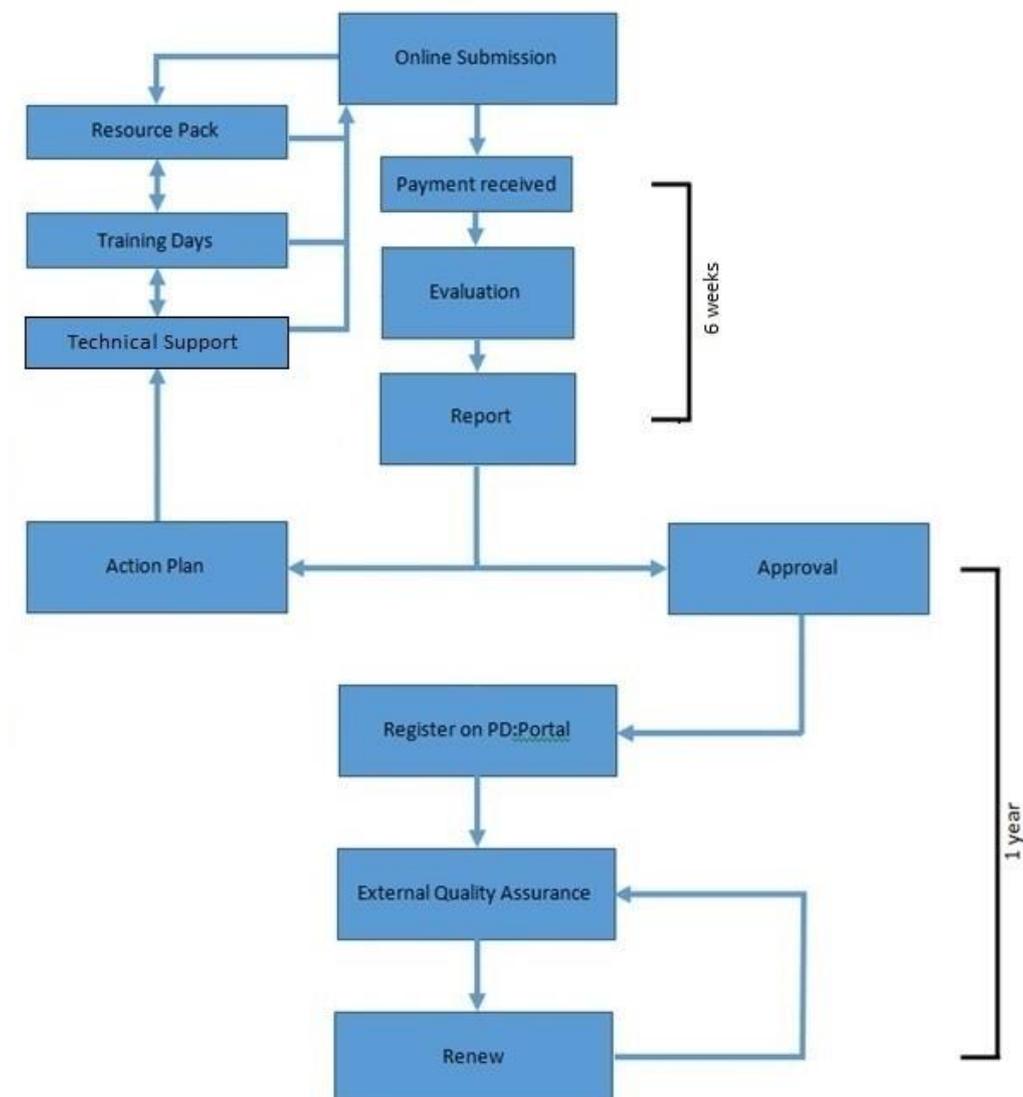
The online submission process has been structured to make it as streamlined as possible. There are however a few key pieces of evidence required which will be explained in detail later.

Each submission will be evaluated by a PDA appointed Technical Evaluator who will cross reference your evidence against robust criteria. Once complete, they will produce a report and, if required, an action plan which will need to be addressed by the training provider to proceed to approval. The action plan will be detailed and have deadlines attributed to each criterion. Our initial evaluation process will take a maximum of 6 weeks.

On approval you will be formally notified with a letter of endorsement and a Certificate of Authentication, along with relevant logos.

2.2 The Industry Award endorsement flowchart

This flowchart illustrates the endorsement journey.



2.3 The submission process

You will be provided with this guide and submission form together with a mapping toolkit to complete your application. You will also be asked to provide contact information and agreement to the [Contract terms including the Endorsement and Code](#).

24 Confidentiality

All members of the PDA team have signed a Code of Confidentiality agreement. PDA will endeavour to ensure that there is no conflict of interest between you and any PDA team member working with you. However, if you feel there may be a conflict of interest between yourselves and any member of the PDA team, please inform us immediately.

Section 3: Criteria for Approval

3.1 Evidence required

The following details the evidence required through the online application form for Industry Award endorsement. Please refer to this list as you work through the form to ensure you have satisfied all criteria:

Part 1: Please provide the following information (text)

1. Organisation details

This mandatory information ensures that our records hold the correct information for the location of the endorsed provider. Please remember to let us know if these details change once you are endorsed to ensure that you always get the communications we send you.

2. Contact details

This part of the form is mandatory, so that we have full details of the centre contact should we need to call, email or send any correspondence by post regarding endorsement. There are also areas to record invoicing and administrative contacts, which help towards a speedy and efficient approval. Please remember to let us know if these details change once you are endorsed to ensure that you always get the communications we send you.

3. Website address

Please provide the website address where your endorsed programme will be advertised.

4. Agreements

You will be asked to confirm your agreement to the following:

- That any venues, facilities and physical resources have met health & safety guidelines and venues are covered by any necessary insurances
- That you have read and understood the requirements of endorsement and agree to pay the non-refundable fee
- That you agree to the [Contract Terms including Endorsement and Code](#)

You must ensure that you are fully aware of your commitments under both the terms and conditions and the code.

Part 2: Please provide the following information (text) and provide evidence for 10-18:

1. Title of your training

Please ensure the title is exactly as it will be displayed in your marketing and on your certificate to ensure consistency.

2. Description of the training

You are asked to provide a brief overview of your training to include

3. Learning aims and outcomes

This section should provide an overall statement of what the course is trying to achieve. For example

This course aims to provide candidates with

In addition, it should state the specific learning outcomes of the course. The learning outcomes are statements indicating what candidates should 'be able to do' or 'understand' by the end of the course. For example:

By the end of the course you will:

1. Understand how to
2. Be able to

Learning outcomes need to be formally assessed via defined assessment criteria.

4. Do you own the intellectual property of the programme you are submitting?

You are required to own the intellectual property of the Industry Award you are seeking to endorse. If you don't own the intellectual property you must gain permission using a standard form that we will provide for you.

5. Have you or anyone in your organisation ever been the subject of an investigation, conviction or sanction or been refused recognition by any professional body, awarding organisation or quality kitemark?

If you answer yes to this you will need to send us details.

6. When do you want to deliver the programme?

Let us know the date you are intending to start delivering your endorsed Industry Award, or if you are already delivering it.

7. Tutor:student ratio

The tutor to candidate ratio for Level 4 courses should be no greater than 1:15. This means that where a single tutor fulfils all the requirements of the tutor team and only one tutor delivers a course, the maximum number of candidates per course is 15. Where two tutors are used, the maximum number is 30. Numbers on an endorsed Industry Award should not exceed 30 candidates.

8. Prerequisites

There are certain qualifications and criteria that learners must have attained before they embark on a REPs endorsed Level 4 strength and conditioning qualification/award.

The minimum prerequisite to access a REPs endorsed Level 4 strength and conditioning qualification/award is registration status of full Level 3 Personal Trainer on REPs.

Higher Education only: Higher Education Institutions MUST adopt the minimum prerequisite to determine eligibility of candidates accessing their Level 4 provision. This can be achieved by gaining approval for the relevant Level 2 and Level 3 REPs-recognised qualifications or by stipulating the criteria as a requirement for entry onto the Level 4 award.

9. Total Learning Time (TLT) and Guided Learning Hours (GLH) requirement

Level 4 Industry Awards should comprise a minimum of 150 hours TLT.

The number of GLH that contributes to the total learning time should be dictated by the time required for learners to achieve course learning outcomes and to gain a high level of practical competence. This may therefore differ between courses.

TLT should include the total duration of the course in hours, including formal contact time as well as any additional independent study (e.g. pre-course reading, homework, on-line tasks, assessment preparation etc).

Under no circumstances should a Level 4 Strength and Conditioning industry award be delivered wholly via distance/on-line learning.

10. Facilities & Equipment

Facilities: These must provide access to all learners for the purpose of training (and assessment if applicable). Use the template provided with this pack to detail the facilities and equipment required to run your award.

The following outlined facilities should be considered as a basic requirement of PD:Approval endorsement:

- Access to water
- Toilet/shower facilities
- Adequate changing facilities
- Well ventilated classroom(s)
- All equipment (including delivery of the training) is in good working order and aligned to your health and safety policy and risk assessments.

Equipment: Any specialist equipment required for training and assessment must be available for all learners and be in good working order.

Please give details of the venues that will be used to deliver training.

11. Marketing & Promotional information

Marketing materials e.g. course leaflet/flier/website address, must be submitted that clearly show the following information:

- Purpose/aim of the course to include key learning outcomes
- Cost
- Prerequisite requirements
- Assessment details

12. Biography and certificates

Use the template provided with this pack to detail the experience, training and qualifications of everyone involved in your delivery team, including the programme's author if applicable.

Technical evaluators will be looking to see that the tutor team is technically competent and qualified to deliver and/or assess the award.

Up to date information will need to be submitted for ALL members of the tutor team (including assessors). Tutors' REPs membership numbers should be included if appropriate.

The tutor team for Level 4 awards must fulfill the following minimum requirements:

- Include a strength and conditioning specialist who is involved in the delivery of contact time* in the application of concepts, theories and strength and conditioning practice.
- Include a REPs registered exercise instructor with expertise and experience in the specialist area (direct industry experience for at least 2 years) who is at least Level 3 qualified and holds or is working towards a Level 4 qualification/award in the specialist area, who is present throughout the direct delivery of contact time.
- Include an appropriately qualified assessor and internal verifier with expertise and experience in the specialist area (direct industry experience for at least 2 years) who is at least Level 3 qualified and holds or is working towards a Level 4 qualification/award in the specialist area.

* The contact time with the strength and conditioning specialist can consist of e-learning modalities but must be interactive and in real time (for example a strength and conditioning

specialist led webinar scheduled at set points throughout the year which students are required to participate in prior to certification).

Below is a list of the qualifications acceptable for tutors, assessors and IQAs:

Tutors:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) (PTTLS)
- Level 3 Award in Education and Training (QCF)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (QCF) (CTTLS)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF) (DTTLS)
- Level 5 Diploma in Education and Training
- Certificate in Education

Assessors:

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

IQA:

- Level 4 Award in Understanding the IQA of Assessment Processes and Practice (QCF)
- Level 4 Award in the IQA of Assessment Processes and Practice (QCF)
- Level 4 Certificate in Leading the IQA of Assessment Processes and Practice (QCF)
- V1 (previously D34)

13. Tutor Information pack

This is everything that a tutor will need to deliver your endorsed Industry Award, and is essential for anyone who needs to step in if the usual tutor is unable to take any class. It must include lesson plans (see [Appendix 4](#) for an example), tutor:learner agreement, learner register, health and safety checklist, PARQs (if applicable), certificate of achievement. Although you won't have the official REPs CPD and PD:Approval Endorsed logos at this point, you will need to indicate where they will be placed on your certificate. See [Appendix 5](#) for an example certificate.

Lesson plans must include:

- The aims and learning outcomes for that particular session
- The learning activities the tutor will provide
- Learning activities that the participants will take part in
- The resources that will be needed
- How learning checks will be done and any assessment that will take place
- The timings of each topic and activities within the session

A lesson plan MUST contain everything that a tutor needs to be able to deliver a session, so that should a tutor be unable to attend, another tutor could use it to deliver the same learning outcomes.

If an award is submitted without lesson plans, the application will be referred for resubmission.

If you are using any additional resources such as PowerPoints, you must include these as well. Additional resources may also refer to YouTube clips or links to websites for learners to pursue individually. Some training providers find it helpful to use PowerPoint slides and print these out so that the learner can annotate them; this would be classed as an additional learning resource.

Additionally, an evaluation form should be submitted, where learners can provide feedback on the training and their overall experience. Questions should be asked about meeting learner needs/goals, the venue, tutor, delivery materials, assessment process etc. The feedback gained can be used to help improve and work on the areas within your training, to ensure standardisation and for your own internal quality assurance process.

It is essential to ensure that the same principles of copyright, plagiarism and referencing that have been highlighted in the Learner Manual (below) are also used here.

Handy Hint: Our Resource Pack includes Tutor Information templates and guidance to save you time. Visit our [Shop](#) for more information on this and the other resources included.

14. Learner Information Pack

This pack includes all of the materials that learners will use and need:

- before the training (e.g. workbooks, quizzes and reading);
- during the training (e.g. a manual, DVDs, online video footage, worksheets, and PowerPoint hand-outs);
- after the training event (case study activities, theory tests, learning journals, logbooks).

Please note: this information may be given using different modes of communication, such as email, printed materials, or multi-media.

A learner pack can be one section or multiple sections and may include:

Section 1: Generic (should not need to change)

- Introduction to your company (including mission statement and how you will achieve this)
- An inviting introduction to the company that tells the learner what the company does, its values, and its purpose.
- Pre-course instructions: These will cover a range of important practical information for the learner, such as:
- Timetable: This should include a breakdown of sessions with times, including break times (break times can be included in the total learning time)
 - Pre-course reading instructions (if applicable)
 - Date and time
 - Venue
 - Suitable attire
- Equipment or preparation required, for example, gym kit or pens, paper etc.
- Pre-course reading (optional)

Provide any pre-course reading that learners will be required to complete before attending face-to-face training. Please note these hours can contribute towards the total learning hours, but must be reflected in the lesson plans. Any pre-course reading should include learning checks to ensure it has been completed, this will save time during face-to-face training.
- What is expected of the learner

A statement that sets out what is expected of each learner in relation to punctuality, practical sessions, home-study tasks, and adherence to Equal Opportunities, and Health & Safety policies.

- What is expected of the tutor
A statement that sets out what the learner can expect from the tutor in relation to the teaching, support, punctuality, and adherence to Equal Opportunities, and Health & Safety policies.
- Equal Opportunities
The company's Equal Opportunities statement that tutors and learners must adhere to over the course of the training and assessment.
- Learning support and reasonable adjustments
A statement that describes how the learners will be able to access individual learning support, with some permissible adjustments to the training and/or assessment.
- Complaints procedure
Instructions on how a learner may make a formal complaint in relation to training or assessment.
- How the company will quality assure training provision
A company statement of commitment to assuring learners will receive the best quality training, assessment, and resources across all venues and tutors.

Section 2: Resource manual (this will change depending on the course)

- Contents page
A clear list of the different sections and content within the manual, with page numbers to make it easy for the learner to find the information they are looking for.
- Training-specific information: text, diagrams, pictures, examples, learning checks etc.

All learner manuals **MUST** be technically correct, professionally presented, up to date, and appropriate to the award. In addition, evaluators will be checking that the manuals are page numbered, grammatically correct, free of spelling mistakes, in printed format rather than photocopied and easy to read.

All manuals **MUST** be referenced, preferably using the Harvard system.

Further information:

- Use of images
All images used **MUST** be your own. If they have been taken from other sources, permission **MUST** be sought from the owner and they **MUST** be appropriately referenced (see below).
- Referencing (applicable to all submissions)
 - All figures/diagrams/illustrations and material used from other sources must be acknowledged and correctly referenced. A page providing a summary of references and named authors must be included. Any training provider found to be using another's work without permission will have their submission referred for resubmission.
 - Although there are many different systems of referencing, the Harvard system is the most commonly used; you may wish to refer to this. Whatever method you choose to reference your work, the most important factors are consistency, and the fact that you are acknowledging where you sourced the information from.
- Bibliography (applicable to all submissions)

- A bibliography is a list of books, articles, and other sources you have used when writing a manual or learning resource. It is normally positioned at the end of the document.
- Bibliographies must be presented in a specific style. They are essential to any manual/learning resource in order to:
 - give credit to/acknowledge your information sources;
 - help readers to find and read your sources;
 - avoid being accused of plagiarism.

Section 3: Practical/Theory assessment

Include the following information:

- What the learner will be assessed on
- Invigilation guidelines and assessment procedures
- Sample of a practical assessment observation checklist
- Mock theory paper (if needed)
- Notes pages/areas for learners to record data (if needed), for case study work, or for assignment notes

Handy Hint: Our Resource Pack includes a Learner Manual template and guidance to save you time. Visit our [Shop](#) for more information on this and the other resources included.

15. Administration Pack

The administration pack ensures you have all the necessary systems and processes in place to guarantee that you can process, support and deliver training to the learners efficiently and effectively. This contributes to safeguarding your organisation against complaints and appeals. These must include:

- Quality Assurance
- Equal Opportunities
- Appeals and Complaints
- Data Protection
- Information Recording
- Reasonable Adjustments

It is important that you cover both the policy (what you are committing to do) and what the procedure is (how you are going to do it).

The following gives examples of the detail you need for some of the processes:

Quality assurance, internal verification and standardisation policy/procedures:

- How you will ensure standardisation of training, delivery and assessment through activities such as standardisation schedule/minutes of standardisation meetings between course leader/lead tutor, assessors and IQAs, and evidence that any actions have been put in to place (this is particularly important where there are a number of assessors and/or where courses are delivered in different parts of the country i.e. to ensure consistency in the assessment process/assessment decisions made and to ensure policy/processes such as reasonable adjustments/appeals etc have been implemented appropriately)
- Other quality assurance processes (such as the process for recruiting and training new tutors; minimum qualifications for tutors, double marking or IQA of assessments undertaken by new assessors; IQA of assessments for every course held (e.g. a minimum of 10% of learners

on a given course with a spread of results i.e. a low pass, a medium pass and a high pass; IQA/observation of practical/viva assessments etc); additional support available for students with identified need)

- Assessment planning/practice and recording (standardisation in recording of assessment decision needs to be evidenced e.g. set paperwork that is to be used by all assessors and standardisation in the way in which assessment decisions are recorded)
- Criteria for the appointment of tutors and training and support offered to the tutor

An equal opportunities policy that covers:

- entry process/criteria (training providers should ensure to recruit candidates with the necessary prerequisites and fully explore with applicants any issues which may prevent them from successfully completing the course)
- access to assessment and learning (provision for learners with particular requirements e.g. how candidates with learning difficulties such as dyslexia are supported)
- prevention of discrimination

Security/confidentiality policy/procedures

Training providers must have documented security/confidentiality procedures in place that take into account relevant legislation such as the Data Protection Act and which cover:

- disclosure of confidential/personal information
- access to confidential/personal information (i.e. who has access to electronic records/hard copies? **NB:** computer access should be password protected)
- storage and transport of confidential/personal information

Health and safety policy/procedures (e.g. where courses are delivered in satellite centres in different parts of the country)

- Level 4 training providers must have a health and safety policy in place that sets out their objectives and arrangements for managing the general health and safety of both their employees and their candidates. The document should state who does what, when and how. It should include the need for risk assessments as appropriate (i.e. of venues/practical sessions for example).

Appeals process

Level 4 training providers must have an appeals process in place that is provided to candidates. The appeals procedure must:

- make provision for some independence in the decision-making process
- focus on whether the training provider uses procedures that were consistent and were applied properly and fairly in arriving at judgements
- include provision to keep the candidate informed
- avoid deterring candidates on financial grounds
- explain how unresolved appeals can be put to independent review

Reasonable adjustments policy

The training provider should recognise that there are some candidates who are prevented from demonstrating their achievement because of:

- a permanent or long-term learning disability, learning difficulty or medical condition;
- a temporary disability, illness or indisposition;
- English being a second or additional language;
- the immediate circumstances of the assessment.

Special requirements that may need to be implemented:

- **Access arrangements** are approved before an examination or assessment and are intended to allow attainment to be demonstrated.
- **Special consideration** is given following an examination or assessment to ensure that a candidate who has a temporary illness, injury or indisposition or who is otherwise disadvantaged by the immediate circumstances of the examination, is given some compensation.

Handy Hint: Our Resource Pack includes a template Administration Pack and guidance to save you time. It also includes templates to assist you in your internal quality assurance process. Visit our [Shop](#) for more information on this and the other resources included.

16. Assessment

Compulsory Assessments

A Level 4 Strength and Conditioning award must include the following assessments as a minimum:

1. **Theory exam:** Where a Multiple Choice Question (MCQ) paper is the chosen method it MUST also include short and/or long answer questions
2. **An assessor observed strength and conditioning session (short term goals):** We recommend assessment is face to face, however in special circumstances filmed evidence may be acceptable upon application to endorsement@skillsactive.com. If this is the chosen and approved method it MUST be a unedited recording, include live audible coaching instructions by the strength and conditioning coach and it MUST NOT be edited.
3. **Case study (medium term goals – 8 -12 weeks):** This should be based on an 8 – 12 week mesocycle and should be designed around, or in preparation for the competition schedule. It may include one or more, but not all, of the following phases of training: preparation; first transition; competition; second transition (active rest).
4. **Presentation and viva voce (Long term goals – 12 months):** This should be based on a 12 month macrocycle and include ALL of the following phases of training: preparation; first transition; competition; second transition (active rest).

N.B. The pass mark across all written/theoretical assessments MUST be a minimum of 70%.

Assessments must meet the following criteria:

1. Assessments must test competence 100% against the strength and conditioning NOS.
2. Clear marking criteria/model answers MUST be developed for each assessment (refer to example in [Appendix 6](#)).
3. Assessor-observed practical assessments require an observation checklist, which records the candidate's planning and performance and the assessor's decision and comments (refer to example in [Appendix 7](#)).
4. Where MCQ papers are used to test theoretical knowledge they MUST include a minimum of 30 questions and MUST also include short/long answer questions that test comprehension, application and analysis at Level 4.
5. If an assessment is taking place at the end, the candidate must be given reasonable time to prepare for this summative assessment (it is standard practice to schedule an assessment day at a later date).
6. Candidates MUST be practically assessed individually.
7. The pass mark across all written/theoretical assessments MUST be a minimum of 70%.
8. All procedures and relevant paperwork for assessments MUST be included in the candidate's manual; this MUST include a copy of the practical observation checklist, where required, and the appeals process.

Gaining athlete consent

Case study assessments require candidates to work with a real athlete, therefore training providers will need to ensure they develop an appropriate consent form to fully inform athletes as to how personal information collected will be used by the candidate in the completion of their case study.

For an athlete's consent to be valid, the athlete must be:

- capable of taking that particular decision ('competence')
- acting voluntarily (not under pressure or duress from anyone)
- provided with enough information to enable them to make the decision.

These aspects need to be carefully considered when selecting athletes for case study assessments (e.g. particularly where the athlete has a pre-existing condition that could impact on their ability to make 'competent' decisions).

Assessment Procedure

Details need to be provided of the following:

- How candidates are informed of the assessment task(s).
- Duration of assessment per candidate.
- Invigilation procedures.
- Process if candidates fail.
- Appeals process.
- Pass marks.
- How the outcome of assessment is fed back to candidates.

Evaluators will be checking that the candidates are provided with sufficient information about the task(s), that the assessment is appropriate to achieve the learning outcomes, and that there are appropriate mechanisms in place to support candidates if they fail and/or if they need to appeal a decision.

Handy Hint: Our Resource Pack includes a range of Assessment templates to save you time. Visit our [Shop](#) for more information on this and the other resources included.

17. Mapping to National Occupational Standards (NOS)

NOS establish the benchmark of competence required in the sector. Developed in conjunction with technical experts and employers, they focus on the employers' needs to ensure employability skills are reflected in training. Training providers are required to part map courses to demonstrate relevance to the learner and the level of qualification. Please use the mapping toolkit supplied with this guide to map your award to the NOS.

Mapping is simply providing an index of where course content covers the national occupational standards. Content can map to NOS from a number of resources within a course, such as PowerPoint presentations, manuals, lesson plans or books.

Please ensure that you only map to the relevant parts within your course; any areas that you cannot map to please leave empty or write N/A. You will not be penalised for not mapping where it is irrelevant. The NOS can be subjective so if you are unsure please contact a member of the endorsement team.

Please note that **Level 4 courses must FULLY** map to the relevant NOS. See [Appendix 3](#) for an example of how to complete a mapping toolkit.

Handy Hint: When developing an Industry Award use the NOS to help guide and structure the content. Remember you cannot do less than the minimum NOS but you can do over and above.

Section 4: The Evaluation

Once payment is received for your submission, PDA will appoint an independent Technical Evaluator to review your evidence. They will review it in line with PDA's endorsement criteria and the standards set by REPs and you will receive their report within 6 weeks.

4.1 The evaluation result

The technical evaluator will rate your submission with one of the following:

- **Approve:** this means that your evidence has met all requirements and your training is endorsed – congratulations!
- **Approval Pending:** this means that parts of your submission fall just short of meeting all the requirements and your report contains actions and a deadline for them to be completed by. There is no fee.
- **Further Evidence Required:** this means that parts of your submission has failed to meet the standards by some way, so your report contains actions and a deadline for them to be completed by. In order to proceed with the submission, you will be required to pay an additional fee of £200+VAT to cover the evaluator's time in reviewing the new evidence, should you decide to go ahead. If you haven't already, at this stage you should consider purchasing the [Resource Pack](#) or using our [Technical Support](#) to help you achieve a successful submission. **NB** you may also have a Further Evidence Required status if you fail to adhere to the deadlines on an Approval Pending report.
- **Decline:** this means that unfortunately your submission has failed to reach the standards set by PD:Approval and REPs despite the support of the evaluator, or that you have failed to complete actions set for you in your Additional Evidence Required report or missed the deadline. The submission process for the programme in question will end and you will need to start a new submission if you wish to become endorsed. Your report will guide you on what you must do to improve a future submission.

Once your submission has been approved, PDA will issue you with your endorsement logos and a certificate for you to display. You will also be able to register on the PD:Portal and upload your endorsed training, as well as take advantage of other marketing operations through PD:Promotion. Additionally, your main contact will be added to our database to receive our regular newsletter.

4.2 Changes to your endorsement

If you make any major changes to your endorsed award during the approval period, you must make these known to PDA as soon as possible. This could include for instance new delivery team members, or changes to policies and procedures, and may incur a fee if further evaluation is required. Please note that continuing to deliver endorsed training when major changes have occurred without informing us could result in a sanction or termination of your endorsement.

4.3 Renewal

Please make a note of your renewal date, which will be communicated to you on approval. PDA will provide timely reminders to the contact specified in the submission form, so if this changes please ensure you let us know immediately. As long as payment for your renewal is received before the renewal date your new period of approval will continue without interruption.

4.4 Dropbox

On approval your submission and evaluation report/s will be saved in your own personal Dropbox account, provided by PDA and shared with the main contact on the submission form. The Dropbox will be used to store all documentation and records relating to your endorsement, for example your original and approved submissions, your approval confirmation, your renewal documents and

anything relating to quality assurance checks. The Dropbox will also contact a spreadsheet for you to record the members of your approved delivery team which must be updated as and when members change, subject to prior approval by PDA. It also includes a spreadsheet to record any changes you wish to make to your endorsed programme.

Handy Hint: You will need your own Dropbox to be able to access your endorsement Dropbox. If you haven't already got one, visit www.dropbox.com and click the Sign Up box in blue in the centre of the screen. Follow the instructions to create your own Dropbox using the email address of the main contact.

4.5 PD:Portal

Once endorsed you will be able to register on the [PD:Portal](#). This is an additional service provided by PD:Approval as a platform on which to promote your endorsed programme. It is freely available for anyone looking for education in the fitness sector and is directly accessed from the REPs website.

Section 5: Quality Assurance

5.1 External Quality Assurance (EQA)

Your endorsement will last one year during which time you will receive a quality assurance visit from PDA which will focus on the practical skills as well as the assessments/assessment portfolio and internal quality assurance. You will be notified of your allocated External Quality Assurer (EQA) upon approval and will receive guidance before their visit.

Your EQA report will grade you according to PDA's [quality framework](#): Outstanding, Good, Requires improvement, Unsatisfactory. A detailed report will be compiled after the visit and, if actions are required, deadlines will be set for receiving evidence. The report will offer structured guidance on how we can help support you in a timely manner to achieve an improved quality status. Please note that if an additional EQA visit is required as part of this process, a fee will be incurred and mandatory training may be required.

5.2 Internal Quality Assurance (IQA)

Endorsed providers are required to conduct their own internal quality assurance process to ensure that the standard of training and assessment that learners are receiving is of a consistently high standard. The IQA role cannot be undertaken by a member of the delivery team.

As part of your submission for endorsement you will be required to provide a quality assurance strategy, systems and procedure. Your quality process will include tutor and assessor standardisation training, programme staff meetings with minutes, learner feedback forms, observations, etc.

There are many ways to quality assure but as long as you can evidence how you are internally checking and recording the quality of decision making when assessing and standardising best practice when delivering the endorsed elements, you will meet the criteria.

Strategies to quality assure vocational training

- **Video** - Providing that you have been given permission to film then this can be a great way to reflect on one's own delivery as a tutor or assessor. Additionally, it can be a great training tool to train new assessors or to provide a standardisation task.

Handy Hint: Video the practical element, get your assessors to assess it and then come up with their decisions. See how different people assess and then have an open discussion when replaying it back to ensure everyone at the end comes to the same conclusion.

- **Team Meetings** - Simple yet effective. It is important that all those involved in the programme as well as those who are involved with other parts of the business that also input into the programme e.g. Administrators, Marketing etc. come to meet regularly to ensure that any changes, amendments, learner feedback etc are all recorded in official minutes and that there is evidence of actions been completed against timeframes. It is recommended that Team Meetings are held once a month.
- **Learner Feedback** - This is essential to ensure that you are meeting the needs of your learners. It is important that they understand the importance of vocational training and that Industry Awards will support them in gaining employment when choosing modules that are perhaps optional. All learner feedback must be recorded.

Handy Hint: Learner feedback is invaluable especially when incorporated into their tutorial as this is more personal, or done anonymously using for instance Survey Monkey as a tool. Anonymous surveys will sometimes come up with more honest feedback as it removes the fear of possible reprisals for negative feedback. Survey Monkey provides analysis of the results to save time. Plus it's free.

For more information and ideas please attend PDA's Internal Quality Assurance Training Day. Visit our [website](#) for more information and to book.

Section 6: Appendices

Appendix 1 - Price list

Product	Price ex VAT	Price inc VAT	Time frame
Level 4 Industry Award	£1250	£1500	1 year
1-2-1 Technical Support	£600	£720	8 hours
1-2-1 Technical Support	£400	£480	4 hours
1-2-1 Technical Support	£250	£300	2 hours
Tutor Training Day	£155	£186	1 day
Assessor Training Day	£155	£186	1 day
Internal Quality Assurer Training Day	£155	£186	1 day
Resource Pack (includes all the packs listed below)	£200	£240	NA
Administration Pack	£85	£102	NA
Learner Pack	£85	£102	NA
Assessment Pack	£50	£60	NA
Quality Assurance Pack	£50	£60	NA
Tutor Pack	£50	£60	NA
Level 4 Assessment Pack	£200	£240	NA
External Quality Assurance support visit (incurred if investigation required)	£380	£456	1 day

Appendix 2 - Guidance on assessment

Practical Assessment

Formative Practical Assessing – this needs to be robust enough to ensure that the learners are competent and have the necessary practical skills and/or experience, either in terms of a log book to demonstrate competence or an observation checklist. In most cases an observation checklist will be created that covers the practical learning outcomes in the NOS e.g. “demonstrate and explain”. The qualified assessor will have the discretion to mark the learner as either a pass or fail against the criteria on the checklist. With all assessments including practical there needs to be marking criteria to ensure that the assessor can arrive at a decision to pass or fail the learner. The pass mark must be at least 70%.

All practical observations should cater for the ability to ‘viva question’ the learner if there is some doubt on their competence in the criteria. However, it is essential the assessor writes the question in the comments box as well as the learner’s answer, and the learner must also sign after receiving feedback to ensure that this is a true reflection of their answer.

All assessment paperwork produced for the learner must have marking criteria so that both the learner and assessor(s) are aware of what competences they have to meet.

It is also essential that the learner receives feedback on an assessment action plan which can be linked to the observation checklist. Both the assessor and learner must sign to say that they agree with the decision.

Handy Hint: Place details of the appeal policy on the reverse of the assessment sheet so that the learner is aware of the process.

Guidance on Re-sits

When a learner has not met the required standard of 70%, the feedback action plan must clearly and positively/constructively help the learner understand what criteria they did not meet and areas within the module that they should focus more on. Information on next steps i.e. re-sits will also appear here. List the process and the next assessment dates, if available. If no dates are available then we would suggest that you provide contact details of how to book in. In most cases the learner will be allowed to re-sit one assessment, however if there is a second then a fee may be charged. It is important that before learners undertake the assessment that they are made aware of this.

If the learner has failed the assessment it might also be a good opportunity to introduce a few tutorials before they take the re-sit to ensure the best chance of success. It is also a good way to ensure that the learner is on track with revision, can ask any outstanding questions that they are not clear on.

Guidance on student certification

Upon passing their theory and practical assessments it is important that the learner is issued with their certificate as soon as possible so that they can register it against their REPs membership for CPD points, or use it to gain entry (as long as they satisfy the prerequisites).

Each certificate that relates to the endorsed Industry Award must list all the modules passed and the NOS that have been covered (these can go on the back). The learner’s full name and date of the training must also be printed. Finally, an authentic signature from a senior member of staff must be printed to verify. Please see [Appendix 5](#) for a sample of an acceptable certificate. Logo rules must be adhered to at all times; failure to comply will result in a sanction which may involve a financial penalty.

It is important that the training provider only issues certificates with the endorsement logos to learners who have successfully completed the endorsed programme, which will be checked by your EQA.

Guidance for writing Multiple Choice Questions

The following tips have been adapted from [The E-learning Coach](#).

1. Test comprehension and critical thinking, not just recall

Multiple choice questions (MCQ) are criticised for testing the superficial recall of knowledge. You can go beyond this by asking learners to interpret facts, evaluate situations, explain cause and effect, make inferences, and predict results.

2. Use simple sentence structure and precise wording

Write test questions in a simple structure that is easy to understand, and try to be as accurate as possible in your word choices. Words can have many meanings depending on colloquial usage and context.

3. Place most of the words in the question stem

If you're using a question stem, rather than an entire question, ensure that most of the words are in the stem. This way, the answer options can be short, making them less confusing and more legible.

4. Make all distracters plausible

All of the wrong answer choices should be completely reasonable. This can be very hard to accomplish, but avoid throwing in those give-away distracters as it detracts from the test's validity. If you're really stuck, get help from your friendly SME.

5. Keep all answer choices the same length

This can be difficult to achieve, but expert test-takers can use answer length as a hint to the correct answer. Often the longest answer is the correct one. If you can't get all four answers to the same length, use two short and two long.

6. Avoid double negatives

Don't use combinations of these words in the same question: not, no, nor, the -un prefix, etc. For example, this type of question could confuse test-takers: 'Which of the following comments would NOT be unwelcome in a work situation?' Flip it around and write it in the positive form: 'Which of the following comments are acceptable in a work situation?'

7. Mix up the order of the correct answers

Make sure that most of your correct answers aren't in the "b" and "c" positions, which can often happen. Keep correct answers in random positions and don't let them fall into a pattern that can be detected. When your test is written, go through and reorder where the correct answers are placed, if necessary.

8. Keep the number of options consistent

Did you ever have to convince a SME that he or she can't have answer choices that go to 'h' in one question and 'c' in the next? It's something of a user interface issue. Making the number of options consistent from question to question helps learners know what to expect. Research doesn't seem to agree on whether 3 or 4 or 5 options is best. We recommend 4 options as a fair choice.

9. Avoid tricking test-takers

As faulty as they are, tests exist to measure knowledge. Never use questions or answer options that could trick a learner. If a question or its options can be interpreted in two ways or if the difference between options is too subtle, then find a way to rewrite it.

10. Use 'All of the Above' and 'None of the Above' with caution

When you run out of distracters, *All of the Above* and *None of the Above* can come in handy. But they may not promote good instruction. Here's why. *All of the Above* can be an obvious give-away answer when it's not used consistently. Also, the *All of the Above* option can encourage guessing if the learner thinks one or two answers are correct. In addition, the downside to *None of the Above* is that you can't tell if the learner really knew the correct answer.

Appendix 3 - Example of mapping to National Occupational Standards

The example below gives an indication of how to map to the NOS.

Mapping Toolkit

CNH20
Plan, apply and evaluate massage methods

This standard is about preparing for and applying the following massage methods to non-pathological tissue:

- effleurage
- petrissage
- tapement
- vibration

Massage applies to all relevant areas of the body.

Users of this standard will need to ensure that practice reflects up to date information and policies.

How to use this Mapping Toolkit

Your sports therapy vocational award must fully reflect this standard. Using the righthand column, indicate in the relevant section where in your training materials the evaluator can see each criterion evidenced.

Performance Criteria	Mapping
You must be able to:	
1. ensure there is adequate public liability and professional indemnity insurance	Module 106
2. apply agreed standards of personal hygiene, dress and appearance	Module 222
3. make sure equipment meets current health and safety requirement	Module 365
4. make sure equipment and area provide for the comfort and dignity of the client	Module 106
5. make sure equipment and area are clean and hygienic	Module 199

Appendix 4 - Example lesson plan

A lesson plan is required for each 'session' in your training. The lesson plan must be realistic, and timings suitable for the information being delivered.

Programme Name:		Communicating with your customers			Tutor:	A. Tutor		
Lesson plan title/no:		Introductions I			Time:	9.00am - 9.45am		
The key resources required for this session				Key health and safety considerations this session				
Wipe board Flipchart paper Marker pens Workbooks Steps and mats for students to sit on				Room layout is hazard free Bags and coats safely stored out of the way No scheduled fire practice Fire exits identified Relevant housekeeping covered				
Time	Subject matter/ content	Teaching activities	Learning styles addressed			Student learning activities	Resources	Assessments formative/ summative
			V	A	K			
8.30-8.45	Registration	Meet and greet				N/A	Registration sheet Tea/coffee	N/A
8.45-9.00	Welcome	Welcome and introductions				N/A	Name badges	N/A
9.00-9.20	What type of people may you meet	Lead a group discussion, making notes on board, and prompting overall involvement	✓	✓	✓	Interact with group discussion, take notes	Workbook	Group discussion
9.20-9.30	What might be their expectations of you?	Introduce open discussion and group work	✓	✓	✓	Interact with group discussion, create a spider gram	Workbook and plain paper	Group discussion
9.30-9.45	What might they need from you?	Put into small groups, give them a client type then give flip paper to each group and get them to come up with a list of needs for their client type	✓	✓	✓	Work in small groups to look at ideas, group discussion to present findings	Flipchart paper and marker pens	Group discussion
9.45-10.00	End of lesson - break for refreshments	Circulate				N/A	Tea/coffee	N/A

Learning styles key: V = Visual, A = Auditory and K = Kinesthetic

Appendix 5 - Sample certificate

Please see below a suggested format for your certificate for learners successfully completing the endorsed Industry Award programme. Please note that official REPs CPD point and PD:Approved Endorsed logos cannot be inserted until you have received them via approval.



Your
Logo

CERTIFICATE OF ACHIEVEMENT

This is to certify that

.....

has successfully completed the following Industry Award

FULL NAME OF ENDORSED INDUSTRY AWARD

which contained modules as listed below

1. Module title
2. Module title
3. Module title
4. Module title
5. Module title

These modules are mapped to National Occupational Standards, details overleaf

Signed: **Date:**

(Tutor)

REPs
Training
Provider
Logo



Appendix 6 - Example of marking criteria and practical assessment checklist

Example Marking Criteria

Energy Balance:

1. Explain the three factors involved in energy output. (6 marks)

Example model answer (2 marks to be attributed to each factor):

Basal Metabolic Rate (BMR)

- BMR is influenced particularly by lean body mass, so any alteration in this will affect the rate of metabolism.
- Ageing is accompanied by a reduction in lean body mass (mainly linked to loss of lean mass) and therefore, there is a gradual fall in BMR.
- Training which involves exercising the whole body or specific muscles will result in a reduction of age related muscular atrophy and also an increase in lean muscle mass which will result in a corresponding elevation of the metabolic rate.

Thermogenesis

- The thermic effect of food is energy utilised in breaking the food down and converting it into useable forms for the body.
- Often estimated to be approximately 10 per cent of the energy consumed therefore for every 100kcal consumed 10 kcal are used in the process so that the net Kcal gain from 100 kcal of food would normally be 90kcal.
- The thermic loss is relative to the macro-nutrient consumed. Fat is estimated to have a thermic effect of 3%, protein approximately 20% and carbohydrate 10%. Subsequently 100kcal consumed as fat would provide 97kcal of usable energy where 100kcal of protein would provide only 80 kcal.

Physical Activity

- This aspect of daily energy output is the most variable but also provides the greatest potential to manipulate.
- The levels of physical activity that people carry out have changed in a major way over the last decade. This is due to a number of factors such as advances in technology reducing the need for physical effort in work, transport and leisure.
- Many everyday tasks are now less physically demanding and leisure activities themselves have become more sedentary.

Appendix 7 - Example Level 4 Practical Observation Checklist

(Please note this is example criteria only and NOT a complete checklist).

Candidate Name		Date	
Course Name		Course Code	

Practical Assessment	Warm-up	Dynamic Endurance	Dynamic Balance	Seated & Standing Resistance	Backward Chaining	Functional Floor work	Cool-down Flexibility	Cool-down Adapted Tai Chi	Overall Result
(3) TEACHING - The candidate:									
T1. Engaged participants in order to encourage motivate and promote confidence									
T2. Appropriately arranged the group, individual and resources									
T3. Selected safe and effective exercises appropriate to the component									
T4. Selected the appropriate speed for the exercises									
T5. Gave effective visual and verbal instructions									
T6. Provided specific relevant teaching points to enhance technique and effectiveness									
T7. Provided specific relevant teaching points to enhance postural stability									
T8. Reinforced the specific relevant teaching points at regular intervals									
T9. Provided safe transitions between exercises and session components									
T10. Demonstrated and performed exercises accurately and with good posture									
T11. Changed teaching position to improve observation and enhance communication									
T12. Demonstrated the use of observation and effective correction									
T13. Explained the purpose of the exercises, relating them to postural stability and to daily life									
T14. Asked questions and encouraged interactive communication, to check or clarify understanding, with group and one to one									
T15. Spoke clearly, audibly and at an appropriate pace									
T16. Adapted exercises to meet the need of participants with postural stability challenges									
T17. Offered alternatives to allow for different levels of ability and where relevant, tailored exercises for individuals									

KEY:

P / v = PASS

*** = PASS WITH COMMENT**

Q = QUESTION

R = REFERRED

PASS	
REFER	

Candidate Signature	
Assessor Signature	
Internal Verifier Signature	

Appendix 8 - Contact Us

For support with anything to do with your endorsement, please contact PD:Approval at

E: REPs.endorsement@pdapproval.com

T: 0333 577 0908

For any accounts queries, please contact the Accounts Team at

E: accounts@pdapproval.com

T: 0333 577 0908