NCFE Active IQ Level 3 Diploma in Gym Instructing and Personal Training
QN: 603/4388/6



Qualification Specification

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Summary of changes

This section summarises the changes to this qualification specification since the last version.

Version	Publication Date	Summary of amendments
1.0	July 2019	First publication
1.1	January 2020	Information regarding the wellbeing and safety of learners added to Section 4 (page 106).
2.0	October 2020	References to the Register of Exercise Professionals (REPs) removed as this qualification is no longer endorsed.
2.1	June 2022	Updated to include new information about English language assessment requirements, entry requirements, support handbook provision and amendments to GDPR legislation
2.2	July 2023	Information regarding UCAS added to About this qualification, Qualification Summary.
2.3	December 2024	Update to CIMSPA logo.
2.4	November 2026	Qualification title changed and template updated to new version.

Section 1

About this qualification

About this qualification

This Qualification Specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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Support Handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Qualification summary	
Qualification title	NCFE Active IQ Level 3 Diploma in Gym Instructing and Personal Training
Qualification number (QN)	603/4388/6
Aim reference	60343886
Total Qualification Time (TQT)	680
Guided Learning Hours (GLH)	425
Minimum age	16
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
Qualification purpose	This qualification is designed to provide the knowledge and skills required to work as a Gym Instructor and Personal Trainer in a variety of settings.

Aims and objectives	This qualification aims to:
	
	• focus on the role and scope of a Gym Instructor and Personal Trainer
	• offer breadth and depth of study, incorporating a key core of knowledge
	• provide opportunities to acquire a number of practical and technical skills.
	
	The objectives of this qualification are for learners to:
	
	• demonstrate the knowledge, understanding and practical skills needed to work as a Gym Instructor and Personal Trainer
	• develop skills and knowledge in a range of areas relevant to their role, such as:
	  ○ the principles of working in the gym environment, including customer service and how to maintain health, safety and welfare
	  ○ anatomy and physiology
	  ○ how to conduct consultations and promote the health benefits of physical activity
	  ○ how to communicate effectively and motivate clients to adhere to an exercise programme
	  ○ how to plan and prepare a gym-based exercise programme
	  ○ nutrition to support a physical activity programme
	  ○ marketing and business planning
	  ○ personal training programming and delivering personal training sessions

Real work environment (RWE) requirement/ recommendation	Where the assessment requirements for a unit allow, it is essential that organisations wishing to operate an RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. Often used to support simulation.
Rules of combination	Learners must achieve 12 mandatory units.
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Endorsement	This qualification is fully mapped to the CIMSPA (Chartered Institute for the Management of Sport and Physical Activity) Gym Instructor and Personal Trainer Professional Standard.
Recognition	CIMSPA Endorsed | Professional Standards Learners successfully completing this qualification will have met the requirements of the CIMSPA Gym Instructor and Personal Trainer Professional Standards and can use the qualification as evidence when applying for the relevant CIMSPA professional status.

Progression	Learners who achieve this qualification could progress to: • Level 3 Sport and Physical Activity suite • Level 3 Diploma in Exercise Referral • Level 3 Diploma in Increasing Participation in Sport and Active Leisure in Community Settings • Level 3 Diploma in Sport • Level 3 Diploma in Sports Massage Therapy • Level 3/Level 4 qualifications in Strength and Conditioning • Apprenticeship in Personal Training. Learners who achieve this qualification could progress into employment or self-employment as a Gym Instructor and Personal Trainer in a range of settings, including: • gyms • leisure centres • sports clubs • hotels, resorts or spas • self-employed or freelance work in a gym or client's home. Other potential roles at this level could include: • Lifeguard • Membership Sales Consultant • Leisure Industry Sales Assistant • Sports Coach • Nutritionist • Gym Manager/Owner.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/4388/6.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Entry guidance

This qualification is designed for learners who want to work as a Gym Instructor and Personal Trainer in a variety of settings.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. Learners should be aged 16 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **12 mandatory units**.

Please refer to the list of units on the following page or the unit summaries in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.

☆ Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
☆ Unit 01	T/617/4001	Anatomy and physiology for exercise	2	30
Unit 02	A/617/4002	Maximising the customer experience in a gym environment	2	20
Unit 03	D/617/4008	Supporting client health and well-being	2	10
Unit 04	F/617/4003	Conducting client consultations and gym inductions	2	20

	Unit number	Regulated unit number	Unit title	Level	GLH
	Unit 05	R/617/4006	Planning and reviewing gym-based exercise programmes	2	25
	Unit 06	Y/617/4007	Instructing and supervising gym-based exercise programmes	2	25
☆	Unit 07	D/617/1707	Applied anatomy and physiology for activity, health and fitness	3	50
	Unit 08	H/617/1708	Client motivation and lifestyle management	3	40
	Unit 09	K/617/1709	Programming personal training sessions	3	60
	Unit 10	D/617/1710	Delivering personal training sessions	3	70
☆	Unit 11	H/617/1711	Nutrition to support a physical activity programme	3	40

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 12	K/617/1712	Business acumen for personal trainers	3	35

The units above may be available as stand-alone unit programmes. Please visit our website for further information.

Progression to higher level studies

This qualification aims to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:

- checking and testing information
- supporting points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements.

Level 3 criteria can require learners to **analyse**, **draw conclusions**, **interpret** or **justify**, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.

If you need any further information, please refer to the NCFE website.

How the qualification is assessed

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

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

Learners must be successful in this component to gain the Level 3 Diploma in Gym Instructing and Personal Training.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected for each learning outcome.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification.

The Tutor must be satisfied that the work produced is the learner's own.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to Course File Documents on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our Quality Assurance team.

The Explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in Section 3.

For further information or guidance about this qualification, please contact our Customer Support team.

Unit 01 Anatomy and physiology for exercise (T/617/4001)

Unit summary	This unit covers the knowledge a Gym Instructor needs of anatomy and physiology to enable effective exercise/activity programming for a range of clients.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1 Understand the structure and function of the circulatory system

The learner can:

1.1 Describe the function of the heart
1.2 Describe how blood moves through the four chambers of the heart
1.3 Describe systemic and pulmonary circulation
1.4 Describe the structure and functions of blood vessels
1.5 Explain what blood pressure is
1.6 Identify blood pressure classifications

Assessment guidance

Delivery and assessment
1.1 Learners must include that the function of the heart is to pump blood throughout the body, supplying oxygen and nutrients to the tissues and removing carbon dioxide and other waste products. 1.2 Learners could produce a flowchart which identifies the four chambers of the heart and the route taken by the blood through them. 1.3 Learners could produce a diagram to describe the stages of systemic and pulmonary circulation. This must include the key blood vessels, the valves of the heart and the direction of blood flow. 1.4 Learners must describe the structure and functions of the major vessels of the body, including veins, venules, arteries, arterioles and capillaries. 1.5 Learners must explain what blood pressure is and what systolic and diastolic measures are. 1.6 Learners must identify blood pressure classifications using a reliable source such as the British Hypertension Society classification of blood pressure levels. Any diagrams used must be labelled by the learner. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence
Evidence could include: • NCFE Active IQ optional workbook • task sheets • presentation.

Learning outcome 2

The learner will:

2 Understand the structure and function of the respiratory system

The learner can:

2.1 Describe the structure and function of the respiratory system
2.2 Identify the main muscles involved in breathing
2.3 Describe the route of air through the respiratory system
2.4 Describe the process of gaseous exchange (internal and external respiration)

Assessment guidance

Delivery and assessment
2.1 Learners could produce a diagram to describe the structure and function of the respiratory system. This should identify the lungs, pharynx, larynx, trachea, bronchi, bronchioles and alveoli. The description of the function of the respiratory system must include the taking in of oxygen from the atmosphere into the blood stream for use by the cells of the body, as well as the expelling of carbon dioxide produced by the cells of the body from the blood stream into the atmosphere. 2.2 Learners must identify the main muscles involved in respiration. These should include the diaphragm and the internal and external intercostal muscles. 2.3 Learners must describe the route of air through the respiratory system. This should begin at the nose or mouth and then, in the correct order, identify the pharynx, larynx, trachea, bronchi, bronchioles and the alveoli. 2.4 Learners must describe the processes of internal and external respiration. Any diagrams used must be labelled by the learner. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • NCFE Active IQ optional workbook • labelled diagrams • task sheets • presentation.

Learning outcome 3

The learner will:

3 Understand the structure and function of the skeleton

The learner can:

3.1 Describe the basic functions of the skeleton
3.2 Identify the bones of the axial and appendicular skeleton
3.3 Identify the classification of bones
3.4 Describe the main features of a long bone
3.5 Describe the stages of bone growth
3.6 Describe posture in terms of:
- curves of the spine
- neutral spine alignment
- movement potential of the spine
- postural deviations

Assessment guidance

Delivery and assessment
3.1 Learners must describe the functions of the skeleton, to include protection, shape, support blood cell production, attachment site for muscles (movement), storage and release of minerals. 3.2 Learners could label a diagram of the skeleton to identify the bones of the axial and appendicular skeleton: **Axial skeleton:** cranium, cervical vertebrae, thoracic vertebrae, lumbar vertebrae, sacral vertebrae, sternum, ribs and coccyx. **Appendicular skeleton:** scapula, clavicle, humerus, ulna, radius, carpals, metacarpals, phalanges, pelvic girdle (pelvis), femur, patella, tibia, fibula, tarsals and metatarsals. 3.3 Learners must identify the different classifications of bone, to include long, short, flat, irregular and sesamoid. 3.4 Learners must describe the key features of a long bone, to include articular cartilage, epiphysis, diaphysis, periosteum, epiphyseal growth plates, medullary cavity and bone marrow. 3.5 Learners must describe the process of bone growth. This must include the roles of the epiphyseal growth plates and the cells involved in the process, eg osteoblasts, osteoclasts and osteocytes. 3.6 Learners must describe posture with regard to: **Curves of the spine:** A healthy spine exhibits 4 curves. The lumbar and cervical curves anteriorly convex (bulge out) while the thoracic and sacral curves are anteriorly concaved (hollow). **Neutral spine:** The position of the spine in which all of the curves are balanced and weight is evenly distributed through the spine and its associated structures.

Potential movement available of the spine: flexion, extension, rotation, lateral flexion and reduction (return from lateral flexion to neutral).

Postural deviations to include:

- Kyphosis: excessive posterior curvature of the thoracic spine (hunchback)
- Lordosis: excessive anterior curvature of the lumbar spine
- Scoliosis: a lateral s-shaped or c-shaped curvature of the spine.

Learners could include possible causes of postural deviations, eg pregnancy.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- NCFE Active IQ optional workbook
- labelled diagrams
- presentation
- oral questioning.

Learning outcome 4

The learner will:

4 Understand joints in the skeleton

The learner can:

4.1 Identify the classifications of joints
4.2 Describe the structure of synovial joints
4.3 Identify the types of synovial joints and their range of motion
4.4 Describe joint movement potential and joint actions
4.5 Identify the anatomical planes of movement
4.6 Define the anatomical terms of location
4.7 Describe the exercise variables that can have an effect on biomechanics and kinesiology

Assessment guidance

Delivery and assessment

4.1 Learners must identify the classification of joints, to include immovable/fixed, slightly moveable/cartilaginous and freely movable/synovial.

4.2 Learners must be able to describe the basic structure of a synovial joint. This must include the articulating bones, joint capsule, synovial membrane, synovial fluid, ligaments, tendons and cartilage.

4.3 Learners must be able to identify the types of synovial joint and the movements available at each. These should include hinge, pivot, ball and socket, saddle, condyloid and gliding and their associated movements, eg flexion, extension, rotation, etc.

4.4 Joint movement must include flexion and extension, adduction and abduction, circumduction, supination and pronation, plantar flexion and dorsiflexion, lateral flexion and reduction, horizontal flexion and extension, elevation and depression. Major joints of the body must include ankle, knee, hip, shoulder, elbow and wrist. 4.5 Learners must identify the anatomical planes of motion, to include sagittal, frontal (coronal) and transverse. 4.6 Learners must define the anatomical terms of location. These should include distal, proximal, anterior, posterior, inferior, superior, deep, superficial, medial and lateral. 4.7 Learners must be able to identify exercise variables that can have an effect on biomechanics and kinesiology, to include levers, centre of gravity, momentum and force. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • NCFE Active IQ optional workbook • labelled diagrams • presentation • oral questioning.

Learning outcome 5

The learner will:

5 Understand the muscular system

The learner can:

5.1 Describe the characteristics and functions of the 3 types of muscle tissue
5.2 Describe the basic structure of skeletal muscle
5.3 Identify and locate the anterior and posterior skeletal muscles
5.4 Describe the structure and function of the pelvic floor muscles
5.5 Describe different types of muscle action
5.6 Identify joint actions brought about by specific muscle group contractions
5.7 Describe skeletal muscle fibre types and their characteristics

Assessment guidance

Delivery and assessment
5.1 Learners must describe the key features and functions of smooth, skeletal and cardiac muscle. 5.2 Learners must describe the basic structure of skeletal muscle, to include actin, myosin, sarcomere, myofibril, muscle fibre, epimysium, perimysium and endomysium. 5.3-5.6 Learners must identify major muscles and their associated movements. These should include pectoralis major, deltoids, biceps, rectus abdominis, obliques, transverse abdominis, trapezius, rhomboids, triceps, latissimus dorsi, erector spinae, hip flexors, quadriceps, adductors, anterior tibialis, gluteals, abductors, hamstrings, gastrocnemius, soleus, diaphragm and intercostals. 5.4 Learners must describe the structure and function of the pelvic floor muscles. This description could include: • to support the organs of the pelvis (bladder, bowel, etc) and the abdominal contents • to assist in stabilisation of the spine by maintaining intra-abdominal pressure. 5.5 Learners must be able to describe isometric, isotonic-concentric and eccentric muscle actions. Learners could demonstrate various exercises that could be used to help learners to understand the different types of muscle actions and their practical application, eg the plank could be used to demonstrate isometric muscle action. 5.7 Learners must describe the key features of fast and slow twitch muscle fibres and identify examples of activities they are associated with. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • NCFE Active IQ optional workbook • labelled diagrams • presentation • oral questioning.

Learning outcome 6

The learner will:

6 Understand the life course of the musculoskeletal system and its implications for special populations' exercise

The learner can:

6.1 Describe the life course of the musculoskeletal system to include:
- young people in the 13-18 age range
- antenatal and postnatal women
- older adults (50 plus)

Assessment guidance

Delivery and assessment
6.1 Learners must describe relevant tendon, ligament, muscle, joint and bone mineral density changes and their implications for exercise, plus specific implications for working with young people in the 13-18 age range, antenatal and postnatal women and older adults (50 plus). The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • NCFE Active IQ optional workbook • labelled diagrams • presentation • oral questioning.

Learning outcome 7

The learner will:

7 Understand energy systems and their relation to exercise

The learner can:

7.1 Describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate
7.2 Explain the use of the 3 energy systems during aerobic and anaerobic exercise
7.3 Identify the by-products of the 3 energy systems and describe their role in muscle fatigue
7.4 Describe the effect of endurance training on the body's use of fuel for exercise
7.5 Define anabolism, catabolism and post-exercise oxygen consumption (EPOC)

Assessment guidance

Delivery and assessment
7.1 Learners must describe how fats, proteins and carbohydrates are broken down to produce ATP. This should include a basic overview of glycolysis and the aerobic energy pathway and the number of ATP produced by each. 7.2 Learners must explain how each energy system (ATP-PC, anaerobic glycolysis, aerobic) provides energy for exercise based on the intensity and duration of the activity undertaken. For example, high intensity efforts lasting 8-10 seconds are fuelled by ATP-PC system. 7.3 Learners must identify the by-products associated with each energy system and their role in muscle fatigue, such as the production of lactic acid associated with glycolysis and how it can result in muscle fatigue. 7.4 Learners must describe the adaptations that occur in response to endurance training and advanced training methods in relation to the body's use of fuel for exercise. For example, endurance training is associated with an increase in aerobic enzymes, glycogen and triglyceride storage, mitochondria and an increased use of fats as an energy source. 7.5 Learners must define the key terms anabolism, catabolism and EPOC. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • NCFE Active IQ optional workbook • labelled diagrams • presentation • oral questioning.

Learning outcome 8

The learner will:

8 Understand the nervous system and its relation to exercise

The learner can:

8.1 Describe the role and functions of the nervous system
8.2 Describe the principles of muscle contraction
8.3 Explain the 'all or none law'/motor unit recruitment
8.4 Identify how exercise can enhance neuromuscular connections and improve motor fitness

Assessment guidance

Delivery and assessment
8.1 Learners must describe the role and functions of the nervous system. This should include the role of the nervous system as a command centre that allows us to gather information about our internal and external environments, process and interpret it, and then produce the appropriate response. 8.2 Learners must describe the principles of muscle contraction. This should comprise a basic overview of the sliding filament theory of muscle contraction. 8.3 Learners must explain the 'all or none law' of motor unit recruitment. The learner's response should state that when a motor unit receives a stimulus of sufficient intensity to elicit a response, all the muscle fibres within the unit will contract at the same time, and to the maximum possible extent. 8.4 Could include: • develop efficient motor programmes • improve neuromuscular efficiency (the ability of the nervous system to communicate effectively with the muscular system to produce, reduce and stabilise against force resulting in optimal movement) • improve ability to recruit motor units simultaneously • improve ability to recruit additional motor units • increase rate coding (the capacity to increase firing rate (motor unit discharge rate) in order to express more strength) • increase ability to inhibit antagonists • decrease autogenic inhibition from Golgi tendon organs • improve proprioception • improvements in motor fitness include enhanced agility, balance, coordination, power, reaction time and speed. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • NCFE Active IQ optional workbook • labelled diagrams • presentation • oral questioning.

Learning outcome 9

The learner will:

9 Understand the structure and function of the digestive system

The learner can:

9.1 Describe the function of each section of the digestive system
9.2 Describe how fats, proteins and carbohydrates are digested and absorbed
9.3 Describe the role of dietary fibre in the maintenance of gut function
9.4 Describe the role of the liver and pancreas in digestion
9.5 Explain the importance of maintaining fluid levels for health and exercise performance

Assessment guidance

Delivery and assessment
9.1 Learners must describe the functions of each section of the digestive system. This must include mouth, oesophagus, stomach, small intestine and large intestine. 9.2 Learners must describe how fats, proteins and carbohydrates are digested and absorbed. Learners must include the main enzymes involved for each macronutrient, time scales for digestion and the location of digestion for each macronutrient. 9.3 Learners must describe the role of dietary fibre in the maintenance of gut function. This must include: • provides bulk which aids transit of food through the digestive system • prevents constipation • reduces risk of bowel cancer. 9.4 Learners must describe the role of the liver and pancreas in digestion. This should include the substances produced by the liver and pancreas, and their function in the digestive process. 9.5 Learners must explain why adequate hydration is important for both health and exercise performance. Learners' explanations should address the role of water in the body, eg transport of nutrients and waste products and temperature regulation, and how inadequate fluid levels can affect exercise performance. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • NCFE Active IQ optional workbook • labelled diagrams • video evidence • presentation • oral questioning.

Unit 02 Maximising the customer experience in a gym environment (A/617/4002)

Unit summary	This unit aims to provide learners with the knowledge, skills and understanding to build and maintain relationships with customers in a gym environment.
Guided learning hours	20
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1 Understand customer service in a gym environment

The learner can:

1.1 Compare the products and services of different organisations
1.2 Describe the local demographics of different organisations and how this affects the products and services offered
1.3 Describe customer expectations of different organisations
1.4 Describe a typical customer journey for different organisations
1.5 Describe methods used by different organisations to build support, inclusion and retention

Assessment guidance

Delivery and assessment
1.1 Learners must consider the products and services on offer at a range of gym/fitness organisations, eg facilities, classes available, types of membership, specialist offerings (treatments, physiotherapy), social facilities (café, bar, crèche). Learners must compare a minimum of 2 different organisations. These could be national gym groups, local organisations, independent gyms/leisure centres or small providers. 1.2 Using the organisations identified in 1.1, learners must consider how the area/demographics of the organisation influence what products and services are offered. 1.3 Learners must describe the customer expectations of the organisations identified in 1.1. 1.4 Learners could produce a flowchart that shows the customer journey and describes each step of the process. A comparison of 2 different organisations must be made. 1.5 Learners must describe the methods (used by the organisations identified in 1.1) to build social support, inclusion and retention. It is highly recommended for learners to use the organisations identified in 1.1 throughout the tasks for this learning outcome, making the evidence collection more practical and relevant. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence
Evidence must include: • comparison of a minimum of 2 different gym/fitness organisations. Evidence could include: • written report • worksheets • product evidence.

Learning outcome 2

The learner will:

2 Understand customer engagement in a gym environment

The learner can:

2.1 Describe different methods to engage with customers
2.2 Describe different methods to build rapport to maximise the customer experience and retention
2.3 Describe ways to support a safe and enjoyable fitness environment
2.4 List ways to present oneself in a professional and approachable manner
2.5 Identify different types of customer conflict and how to manage them
2.6 Describe the importance of customer retention

Assessment guidance

Delivery and assessment
2.1 Learners must include a range of methods to confirm depth of knowledge. These could include face-to-face, telephone, messaging services (text, apps), written, (letters, email, posters), social media and digital technology. 2.2 Learners must describe methods that can be used to build rapport to maximise the customer experience and facilitate retention. Learners should consider special populations, eg older people (50 plus), antenatal and postnatal clients, young people (14-16), disabled people. 2.3 Learners must describe ways to create a safe and enjoyable environment for the customer, eg risk assessment, safety, hygiene, etc. 2.4 Learners must include uniform standards, name badge, personal hygiene, clothing, professional standards, adherence to industry codes of practice and ethics, in line with organisational standards. 2.5 Learners must include possible types of conflict and provide conflict resolution techniques. 2.6 Learners must describe the importance of customer retention in the fitness environment, eg impact on the organisation – reputation, loss of repeated business, sales, etc.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • written report from the learner • workbook • worksheets • product evidence.

Learning outcome 3

The learner will:

3 Understand customer communication in a fitness organisation

The learner can:

3.1 Describe different types of communication techniques and when to use them
3.2 Describe how to adapt communication methods to meet the needs of different customers
3.3 Explain the importance of walking the gym floor

Assessment guidance

Delivery and assessment
3.1, 3.2 Learners could include verbal and non-verbal methods of communication, such as questioning (open/closed questions), active listening, observation, body language and ways to deal with complaints. Learners must give examples of when to use the different methods with different customers. 3.2 Learners must consider a range of customers, eg with differing backgrounds, cultures, demographics, English as a second language, experience as a gym user, impairments (hearing, visual), and include ways that communication methods can be adapted to meet specific needs. 3.3 Learners must explain the importance of 'walking the floor' and include how customers can benefit, eg Instructor is accessible, easy to approach, seen within the gym area, gives opportunity to build rapport with customers, professionalism, being used as a point of reference for customers to obtain information (equipment, classes, class timetable, facilities and general enquiries). The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • written report • worksheets • product evidence.

Learning outcome 4

The learner will:

4 Understand customer feedback in a fitness organisation

The learner can:

4.1 Describe the importance of obtaining customer feedback
4.2 Identify ways to record and report customer feedback
4.3 Explain the importance of managing feedback in line with an organisation's procedures

Assessment guidance

Delivery and assessment
4.1 Learners must describe the importance of obtaining customer feedback, eg to gauge customer satisfaction levels, retention, suggestions for improvement, keeping open lines of communication with customers. 4.2 Learners must include ways to capture, record and report customer feedback. Methods used to capture feedback may include comment cards, customer surveys (paper or online), verbal discussions, complaints and social media channels. Learners must then consider how to record and report customer feedback. Learners could use the organisational procedures and protocols used in the fitness organisations identified in 1.1. 4.3 Learners must consider what the organisation does with the feedback gathered from customers, the outcomes of positive feedback comments, suggestions from customers, negative remarks and complaints. Learners must include the feedback cycle and the impact on the customer experience. Learners could use an organisation identified in 1.1. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • written report • workbook • worksheets • product evidence.

Learning outcome 5

The learner will:

5 Understand national legislation, guidelines and organisation procedures

The learner can:

5.1 Describe national legislation and guidelines relevant to the role of a Gym Instructor
5.2 Describe organisational procedures relevant to the role of a Gym Instructor
5.3 Describe the purpose of a storage plan and how to create one
5.4 Explain the health and safety implications of assembly, dismantling, hygiene and storage of equipment
5.5 Explain the practical implications of not following manufacturers' guidelines
5.6 Identify where operating procedures, policies and manufacturers' guidelines can be located
5.7 Explain manual handling requirements in relation to the role of a Gym Instructor

Assessment guidance

Delivery and assessment
5.1 Learners must give a brief description to show understanding of the following, and give examples in relation to a Gym Instructor's role: • data protection and client confidentiality • health and safety at work • conflict of interest • disclosure and barring service (DBS) • safeguarding children and vulnerable adults • equality and diversity • personal liability insurance • control of substances hazardous to health (COSHH) • reporting of injuries, diseases and dangerous occurrences regulations (RIDDOR) • electricity at work regulations • first aid regulations. 5.2 Learners must explain normal operating procedures (NOP) and emergency action plans (used by the organisations identified in 1.1) and relate to their own role as a Gym Instructor. 5.3 Learners must describe storage plans, the purpose of them and how to create them. 5.4 Learners must explain health and safety implications of assembly, dismantling, hygiene and storage of equipment by giving examples from a gym/fitness organisation context. 5.5 Learners must explain the potential implications of not following manufacturers' guidelines, eg injury, void warranties, cost implications, legal implications. 5.6 Learners must identify where operating procedures, policies and manufacturers' guidelines can be located (using organisations identified in 1.1).

5.7 Learners must explain manual handling requirements in relation to own role as a Gym Instructor, eg correct bending and lifting techniques. Examples of situations where injury may occur due to incorrect lifting, pulling, pushing, moving, lowering and carrying of objects must be given. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • written report from the learner • workbook • worksheets • product evidence.

Learning outcome 6

The learner will:

6 Understand routine maintenance and cleaning in a gym environment

The learner can:

6.1 Identify cleaning resources used in a gym environment and include:
- equipment
- cleaning substances
- their uses and suitability

6.2 Describe the standard operating procedures for routine maintenance and cleaning

6.3 Identify possible hazards in a fitness environment, relating to:
- activity areas and gym
- people
- physical risks

6.4 Explain the cleaning routines and organisational standards relevant to the gym environment

6.5 Describe how to maintain the safety of themselves and others

6.6 Identify the different types of waste and how to dispose of it

Assessment guidance

Delivery and assessment
6.1 Learners must identify a range of cleaning equipment and substances used in the gym environment and comment on their uses and suitability, eg cleaning substances – anti-bacterial spray; equipment – mop, paper towels, etc. 6.2 Learners must describe the operating procedures for a range of cleaning and maintenance processes, eg day-to-day processes such as cleaning of equipment and machines, restocking of cleaning products within the gym, planned maintenance such as servicing of machines and equipment. Learners should consider adherence to manufacturers' guidelines, COSHH, manual handling, electrical safety and security and safe storage of equipment.

6.3 Learners must produce a risk assessment based on the gym environment. They should include the risks in the activity areas, gym, people and any physical risks, deciding who may be harmed and how, evaluating the risks and deciding on what precaution to take.

6.4 Learners must explain the cleaning routines and organisational standards of a chosen fitness organisation.

6.5 Learners must describe how to maintain the safety of themselves and others, eg adhering to organisational procedures and legislation, using personal protective equipment, risk assessments, emergency action plans and reporting procedures.

6.6 Learners must identify the different types of waste they may come into contact with in a gym environment. They should cover hazardous and non-hazardous waste and include how to dispose of each type in line with an organisation's environmental policy.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- written report
- workbook
- worksheets
- product evidence – risk assessment, cleaning schedule.

Learning outcome 7

The learner will:

7 Be able to carry out routine maintenance and cleaning in a gym environment

The learner can:

7.1 Plan and prepare for cleaning activities
7.2 Use appropriate cleaning substances and equipment
7.3 Maintain the safety of themselves and others
7.4 Demonstrate how to deal with identified hazards
7.5 Communicate effectively to customers and colleagues whilst cleaning

Assessment guidance

Delivery and assessment
7.1 Learners must plan and prepare for cleaning and maintenance activities, following the daily schedule of the organisation. 7.2 Learners must use the appropriate cleaning substances and equipment required in line with the organisation's safe systems of work, cleaning schedules and organisational standards. 7.3 Learners must maintain the safety of themselves and others whilst carrying out activities. This may include the use of signage and reporting procedures. 7.4 Learners must demonstrate how to deal with identified hazards and any issues that may arise, eg use of signage, reporting. If this assessment criteria is not directly observed, then questioning can be used. 7.5 Learners must demonstrate effective communication to customers and colleagues, ensuring a positive customer experience. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Learners must be observed in the gym environment carrying out cleaning and maintenance duties relevant to the specific facility. Evidence could include: • observation checklist • witness statement • questioning.

Unit 03 Supporting client health and well-being (D/617/4008)

Unit summary	This unit covers the knowledge a Gym Instructor needs to promote a healthy lifestyle and to facilitate behaviour change and adherence to exercise. Learners will also cover the prevention and management of common health conditions.
Guided learning hours	10
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1 Understand lifestyle and health promotion

The learner can:

1.1 Describe the factors that affect health and well-being
1.2 Describe the current national healthy eating recommendations
1.3 State the current national physical activity guidelines
1.4 Identify the health benefits of physical activity
1.5 Describe how technology can be used to support the customer experience
1.6 Describe how to communicate healthy lifestyle choices to clients
1.7 Identify evidence based/reputable sources of health and well-being advice

Assessment guidance

Delivery and assessment
1.1 Learners must describe factors that may affect health and well-being, eg nutrition, physical activity, exercise, work-life balance, illness, disability, injury, substance abuse, smoking, alcohol consumption and sleep. 1.2 Learners must describe the current national healthy eating guidelines. 1.3 Learners must state the UK physical activity guidelines for children, young people, adults and older adults. This should include frequency, intensity, time and type of exercise (FITT principle). 1.4 Learners must describe the health benefits of physical activity/exercise and include physical, physiological, psychological and social benefits, giving examples for each category. 1.5 Learners must describe how technology can support the customer experience, eg increasing motivation, reminders, tracking, focus, supporting safe and effective gym-based exercise. For example, wearable technology, pedometers and smartphone applications. 1.6 Learners must describe how to communicate advice on healthy lifestyles and the benefits of exercise. Learners should understand that advice should be relevant and tailored to the client to maximise the likelihood of behaviour change, eg advice should take into account an individual's circumstances, barriers, beliefs and motivation. Advice should focus on the benefits to the client and be realistic and achievable. Learners should consider special populations, eg older people (50 plus), antenatal and postnatal clients, young people (14-16) and disabled people.

1.7 Learners must identify evidence based, reputable sources of health and well-being advice, eg NHS. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • workbook • presentation.

Learning outcome 2

The learner will:

2 Understand prevention and management of common health conditions

The learner can:

2.1 Discuss health and exercise statistics for the UK
2.2 Describe how physical activity can prevent and manage common health conditions
2.3 Describe the professional boundaries and scope of practice of Gym Instructors when offering health, exercise and well-being advice
2.4 Identify relevant exercise or health professionals that clients can be signposted to for specialist advice

Assessment guidance

Delivery and assessment
2.1 Learners must discuss the health and exercise statistics for the UK and the implications on the UK population. This must include participation levels and implications for low participation, eg obesity, diabetes and cardiovascular diseases. 2.2 Learners must describe the role physical activity plays in the prevention and management of common health conditions, to include coronary heart disease, stroke, cancer, type 2 diabetes, obesity, mental health problems and musculoskeletal conditions. 2.3 Learners must be able to identify the scope of practice and professional boundaries of Gym Instructors in relation to giving advice on exercise and health, eg nutrition, supplementation, injury management, strength and conditioning, limitations when working with special populations, eg young people in the 14-16 age range, antenatal and postnatal clients, older people (50 plus). 2.4 Learners must identify exercise or health professionals they would refer clients to. This could include physiotherapist, strength and conditioning coach, physiologist, nutritionist, GP, dietician and special population instructor. Learners must give examples of when they would refer and to whom. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence
Evidence could include: • workbook • presentation • oral questioning.

Learning outcome 3

The learner will:

3 Understand behaviour change and exercise adherence

The learner can:

3.1 Describe the stages of change/trans-theoretical models of behaviour change
3.2 Describe the role of intrinsic and extrinsic motivation in exercise adherence
3.3 Identify a range of techniques/approaches that can support adherence to exercise

Assessment guidance

Delivery and assessment
3.1 Learners must describe Prochaska and DiClemente's model of stages of change. 3.2 Learners must describe what intrinsic and extrinsic motivations are and how both contribute to exercise adherence. 3.3 Could include rewards, goal setting (sessional, challenging but achievable, short, medium and long-term), tracking of progress, instructor motivation methods and use of technology. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • workbook • presentation • oral questioning.

Unit 04 Conducting client consultations and gym inductions (F/617/4003)

Unit summary	This unit provides learners with the knowledge, skills and understanding to conduct consultations, fitness assessments and gym inductions with customers and clients.
Guided learning hours	20
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1 Understand the consultation process specific to gym-based exercise programme planning and own professional role boundaries

The learner can:

1.1 Describe the importance of client consultations
1.2 Describe ways to ensure client confidentiality and adherence with data protection legislation
1.3 Describe how to cater for clients with different goals or needs
1.4 Explain the role and responsibilities of the Gym Instructor
1.5 Identify the information that should be discussed during a client consultation

Assessment guidance

Delivery and assessment
1.1 Learners must consider the importance of conducting a client consultation and why it is necessary. This must include: • gathering appropriate information so that an appropriate plan can be devised • building rapport • giving information about the range of activities across the facility • enhancing the customer experience in welcoming the customer to the facility • meeting legislative responsibilities. 1.2 Learners must give examples of how they can ensure client confidentiality and adherence to data protection legislation. This could include conducting the consultation in a quiet, private area, not leaving client records lying around, secure storage of records, not discussing clients, only obtaining and storing relevant information. 1.3 Learners must describe the differing needs of clients and give examples of how they could cater for these. Differing needs could include demographic, fitness goals/levels, health risks, reasons for exercising, motivation, barriers, previous injuries and illness and previous experience. 1.4 Learners must explain the responsibilities of a Gym Instructor, such as purpose/role, scope of practice, professional limitations, responsibility to the client, client confidentially, data protection. Learners must include the importance of explaining the roles and responsibilities to clients so that a clear and consistent message is delivered, and so the client knows exactly what can be expected of the Gym Instructor.

1.5 Learners must identify the information that should be discussed during an initial client consultation, which could include other services and activities at the facility, an organisational customer service promise/customer service charter, health and safety, organisational procedures for customer engagement, related products – class booking systems, technology and applications, etc. Learners could devise and complete a client consultation form eliciting appropriate information from the client.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- learner report
- worksheets.

Learning outcome 2

The learner will:

2 Understand pre-exercise health screening methods

The learner can:

2.1 Identify methods of health screening prior to gym-based exercise
2.2 Describe risk stratification models
2.3 Describe how to categorise client risk for exercise
2.4 Explain when to refer or signpost clients to medical professionals/exercise specialists

Assessment guidance

Delivery and assessment

2.1, 2.2 Learners must identify health screening methods, informed consent and risk modification models. This could include: PAR-Q, PAR-Q+, youth-specific PAR-Q, organisation devised methods, risk stratification pyramid, logic models, use of tools such as Irwin and Morgan traffic light system, ACSM categories, referral pathways for clients and health commitment statement.

2.3 Learners must describe how to risk stratify clients, considering: methods to use, relevant health history, medical conditions, current, past and present injuries, any disabilities or physical impairments, and current health status, particularly in relation to risk factors for heart disease.

2.4 Learners must explain the circumstances, why and when to refer or signpost a client to an appropriate medical professional or exercise specialist, eg medical conditions that would necessitate medical clearance or referral, or when to refer to medically supervised exercise programmes.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence
Evidence could include: • learner report • client PAR-Q.

Learning outcome 3

The learner will:

3 Know a range of health and fitness assessments relevant to the gym-based client

The learner can:

3.1 Identify assessments used to assess the health and fitness of clients
3.2 Describe how to monitor client progress
3.3 Describe how to review client progress

Assessment guidance

Delivery and assessment
3.1 Learners must include a range of lifestyle, health and fitness assessments and give a brief overview of what they are used for and the normative data ranges. Health assessments to include resting heart rate, visceral measurements, blood pressure, body mass index (BMI) and body composition. Fitness assessments must include one for each component of fitness (muscular strength and endurance, flexibility, cardiovascular endurance). 3.2, 3.3 Learners must include timescales for conducting assessments, methods of recording outcomes, considerations for re-assessment and measuring progress, comparison of data (initial assessment and re-assessment), opportunities to conduct client reviews, re-set goals and targets, support client motivation and progression. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • learner report • worksheets • lifestyle questionnaire.

Learning outcome 4

The learner will:

4 Know how to induct clients in the gym environment

The learner can:

4.1 Describe a client induction process
4.2 Describe how to carry out a facility walk-through/show-round
4.3 Describe how to adapt inductions for individuals and small groups to maintain effectiveness

Assessment guidance

Delivery and assessment
4.1 Learners must include a description of the client induction process for a facility (this could be based on the fitness organisation researched). Learners could produce a step by step guide of the induction process. 4.2 Learners must describe how to carry out a facility walk-through/show round. This could include: • facilities/areas available to the clients • classes • talking through fire and emergency protocols and any other organisational policy/protocol that is relevant to the client • showing where emergency exits are. 4.3 Learners must describe ways to adapt an induction based on the needs, experience and requirements of individuals or small groups (a maximum of 5 people). An explanation of why group inductions are carried out must be included. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • learner report • assignment.

Unit 05 Planning and reviewing gym-based exercise programmes (R/617/4006)

Unit summary	This unit covers the knowledge, understanding and skills a learner needs to plan, tailor and review gym-based exercise programmes.
Guided learning hours	25
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1 Understand how to plan and tailor safe and effective gym-based exercise programmes for a range of clients

The learner can:

1.1 Describe client considerations when planning gym-based exercise programmes
1.2 Explain how to set goals and objectives for gym-based exercise programmes
1.3 Define the components of health and skill related fitness
1.4 Explain the principles and variables of fitness training
1.5 Describe the differences between programming exercise for physical fitness and health benefits
1.6 Explain why and how to regress a training programme
1.7 Describe the effect of speed, posture, alignment and intensity on exercise
1.8 Explain the importance of muscle balance when planning programmes
1.9 Explain the considerations to ensure a safe and effective warm-up and cool-down
1.10 Describe how to minimise any risks relevant to the programme

Assessment guidance

Delivery and assessment
1.1 Learners must describe client considerations when planning gym-based exercise programmes and how these should be reflected in the planning. This could include goals, objectives, needs, likes/dislikes, motivators and special population requirements. Learners must consider how to safely plan and tailor sessions for a range of clients, including: • young people in the 14-16 age range • antenatal and postnatal clients • older people (50 plus). 1.2 Learners must explain that goals/objectives must be specific, measurable, achievable, realistic and time-bound. Learners must understand that setting goals, following the SMART principle, ensures that the client is more focused and the chances of success are greater. 1.3 Learners must include health related components of fitness (muscular strength and endurance, cardiovascular endurance and flexibility) and skill related components of fitness (agility, speed, coordination, balance, power, agility and reaction time), giving an example for each. 1.4 Learners must explain the principles and variables of fitness training:

- FITT principles – frequency, intensity, time and type
- training principles – specificity, progressive overload, reversibility, adaptability, individuality, recovery time.

Learners must show understanding of how the training variables can be applied to develop the components of fitness, giving examples, eg application of adaptation, modification and progression.

1.5 Learners must demonstrate knowledge of the difference between health and fitness. Learners must show understanding that the principles applied for programming for health and fitness would be different, eg applying the relevant guidelines in relation to frequency, intensity, time and type for each.

1.6 Learners must explain why a training programme may need to be regressed, eg signs of overtraining, poor technique, fatigue, after periods of inactivity (holidays), special population requirements and after injury, and how to regress, eg apply different variables (frequency, intensity, time or type or modifications or adaptations).

1.7 Learners must describe the effect of speed, posture, alignment and intensity on exercise, eg speed of movement increases risk of injury and can change body position into unstable positions.

1.8 Learners must explain the importance of muscle balance when planning programmes, eg work opposing muscles, programme to deal with any muscle imbalances, eg if chest tight, work antagonist muscle group and develop flexibility.

1.9 Learners must explain the considerations to take into account to ensure that warm-ups and cool-downs are safe and effective. This could include:

- warm-up – should include mobilisation of joints, warming of muscles, increasing heart rate, stretching (static/dynamic)
- considerations – time, temperature, specific to mimic the activities to follow (prime nerve to muscle activity), increasing intensity gradually
- cool-down – should include gradual reduction in intensity, stretching and flexibility development
- considerations – time, gradual reduction in intensity, activities that have been done, eg if cool-down follows a weights session, the heart rate need to be increased first, eg walking lunges.

1.10 Learners must describe how to minimise any risks to the programme, eg detailed consultation with client, programme designed specific to client's abilities, modifications/adaptations where appropriate, compound to isolation exercises and inclusion of warm-up and cool-down.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- worksheets
- assignments
- questioning.

Learning outcome 2

The learner will:

2 Understand how to monitor and review safe and effective gym-based exercise programmes

The learner can:

2.1 Explain the reasons for deferral of exercise
2.2 Explain the importance of verbal screening and how to conduct it
2.3 Describe the exercise contraindications and key safety guidelines for working with special populations
2.4 Compare different methods of monitoring exercise intensity
2.5 Explain how to evaluate the effectiveness of gym-based programmes
2.6 Explain appropriate engagement with clients
2.7 Explain the value of reflective practice

Assessment guidance

Delivery and assessment
2.1 Learners must explain the reasons for deferral of exercise, eg injury, illness, disease, undiagnosed condition, awaiting GP sign off, temporary deferral and total contraindications needing GP guidance, eg for special populations – young people in the 14-16 age range, antenatal and postnatal clients, older people (50 plus). 2.2 Learners must explain the importance of verbal screening and when and how to carry this out, eg if a client's situation has changed since initial consultation. 2.3 Learners must describe the exercise contraindications and key safety guidelines for working with special populations: • older people, eg loss of physiological and psychological function, poor functional status, signs and symptoms of a potentially serious disease, sensory and cognitive declines • antenatal and postnatal clients, eg adequate hydration, avoiding exercise in hot weather, exercising within own limits, injury, joint misalignment, muscle imbalance, motor skill decline, embolism, thrombosis, haemorrhage, pelvic floor dysfunction, neck and shoulder pain, experiencing other pregnancy related symptoms • young people (14-16), eg stage of growth and development, musculoskeletal injuries • disabled people, eg impaired physical condition and function, impaired motor skills, impaired neurological or cognitive function, impaired sensory function, musculoskeletal imbalances and postural deviations. 2.4 Compare different exercise intensity monitoring methods, to include talk test, rate of perceived exertion (RPE), heart monitoring and the use of different heart rate zones. Key safety guidelines should be for working with older people (50 plus), antenatal and postnatal clients, young people (14-16) and disabled people.

2.5 Learners must explain how they could evaluate the effectiveness of gym-based programmes. This must include regular reviews with clients. Evaluation of the effectiveness could be based on client feedback and fitness testing results.

2.6 Learners must explain when to proactively engage with clients. This could include to motivate, correct technique, and when it is not appropriate to engage, eg poorly timed interactions which may disrupt focus or training.

2.7 Learners must describe the value of reflective practice. This could include to review and improve on sessions as a tool for learning, self-development and performance improvement.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- assignments
- worksheets.

Learning outcome 3

The learner will:

3 Plan gym-based exercise programmes

The learner can:

3.1 Carry out a client consultation
3.2 Agree and set goals and objectives with clients
3.3 Plan gym-based exercise programmes
3.4 Plan progressions, regressions and adaptations for each exercise provided
3.5 Plan realistic timings and sequences for exercise
3.6 Record programme plans in an appropriate format for use in the industry

Assessment guidance

Delivery and assessment

Assessments should be conducted with 'real' clients, unless it is not practically possible.

Learners must consider how to plan gym-based exercise programmes for a range of clients, including:

- young people in the 14-16 age range
- antenatal and postnatal clients
- older people (50 plus)
- disabled people.

3.1 Learners must carry out a client consultation. Information gathered must include:

- client's readiness to exercise
- goals/objectives
- needs
- likes/dislikes
- motivation (intrinsic and extrinsic motivation)
- barriers
- health and fitness testing
- signposting or referral to other professionals.

Learners must ensure any advice that is offered is credible and appropriate to own level of expertise and is accepted as good practice in the industry.

3.2 Learners must agree and set goals/objectives with clients. Goals should be written following SMART principles and meet their needs and potential.

3.3 Learners must plan gym-based exercise sessions suitable for 2 clients (case studies or real clients) within own scope of practice. Sessions should aim to develop cardiovascular and muscular fitness, function and flexibility.

Session plans must include:

- warm-up
  - mobilisation/pulse raising, static/dynamic stretching
- main component
  - 4 free weight exercises
  - 4 fixed weight exercises
  - 2 body weight

(2 functional exercises must be covered but can be done within the above exercises)

- cool-down
  - pulse lowering, maintenance and developmental stretching.

3.4 Learners must include progressions, regressions and alternatives for each exercise.

3.5 Learners must include timings and sequencing for each exercise, eg RPE, reps, sets, heart rate.

3.6 Learners must present the session plans in an appropriate format that could be followed by a client, eg usable on the gym floor with adequate information for a client to follow on their own. Teaching points should be written in a logical format with enough detail for a client to follow.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence
Evidence must include: • client consultation • gym session plans. Evidence could include: • case study • written work.

Learning outcome 4

The learner will:

4 Review gym-based exercise programmes

The learner can:

4.1 Plan regular review sessions with clients
4.2 Carry out regular review sessions with clients
4.3 Propose changes from information gathered in review sessions
4.4 Revise and confirm agreements for programme changes

Assessment guidance

Delivery and assessment
Assessments should be conducted with 'real' clients, unless it is not practically possible. Sufficient time between engaging a client and final assessment needs to be allowed to show improvements in the client's lifestyle, health and fitness. 4.1 Learners must plan regular review sessions with clients to ascertain if the programme is working and if any changes need to be made. This must include when and how review sessions will take place with dates. This could include different methods to review, eg face-to-face, telephone, messaging services (text, apps), written, social media, digital technology. 4.2, 4.3 Learners must carry out review sessions which should include subjective information and objective testing to measure client satisfaction, progress and effectiveness of programme. Both subjective and objective information should be gathered across the regular review sessions to determine: • client's performance in sessions and adherence to the programme • how well the exercise programme has met client needs (physical and psychological) • how well the programme has met the client's progress towards goals • any areas that the client may be signposted, eg other sessions/classes to support the programme and progression towards goals • the proposal of changes/adaptations as appropriate.

4.4 Learners must summarise outcomes of review sessions, which should include confirmation and agreement from clients for any changes/adaptations to the programme. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence must include: • record of review sessions. Evidence could include: • evidence of communication used to gather information, eg texts and fitness applications.

Unit 06 Instructing and supervising gym-based exercise programmes (Y/617/4007)

Unit summary	This unit covers the skills and knowledge a Gym Instructor needs to deliver and supervise gym-based exercise sessions to clients.
Guided learning hours	25
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1 Understand how to deliver gym-based exercise training sessions

The learner can:

1.1 Describe the components of a gym-based exercise programme/session
1.2 Identify training methods and equipment suitable for use when carrying out gym-based exercise sessions
1.3 Explain how to safely and appropriately use equipment for gym-based exercise sessions
1.4 Describe how to demonstrate training techniques to clients
1.5 Explain how to supervise and monitor clients during gym-based exercise sessions

Assessment guidance

Delivery and assessment
1.1 Learners must describe the components of a gym-based exercise programme/session. To include: • warm-up • cardiovascular (CV) machines • body weight exercises • resistance machines • free weights • small equipment • functional exercises and use of functional equipment • flexibility exercises • cool-down. 1.2 Learners must include a range of examples of each training method: • cardiovascular exercises – continuous, interval, fartlek • resistance exercises – single set training, basic sets, circuit resistance training, Delorme and Watkins 10 repetition maximum (RM) system, Berger 6 RM system, super-sets • functional exercises – to include use of functional equipment for activities of daily living • flexibility, range and motion exercises – warm-up (static stretching, dynamic stretching), cool-down (maintenance, developmental). 1.3 Learners could relate their explanation of the use of equipment to examples from the above – CV machines, bodyweight exercises, machine weights, free weights, use of small pieces of equipment – eg mats, functional exercise equipment.

1.4, 1.5 Learners must include an explanation of ways to demonstrate the safe use of CV machines, resistance machines, free weights and small pieces of equipment and include ways to supervise correct use by clients, with an explanation that considers teaching methods, coaching techniques, adapting to learning styles, considerations to experience levels, interventions if required and communication methods.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence must include:

- worksheet
- assignment.

Evidence could include:

- peer or client feedback.

Learning outcome 2

The learner will:

2 Be able to prepare for gym-based exercise sessions

The learner can:

2.1 Prepare self to supervise gym-based exercise sessions
2.2 Prepare the gym environment to enable safe and suitable gym-based exercise sessions to take place
2.3 Select suitable equipment to be used during a gym-based exercise session
2.4 Greet and prepare clients for a gym-based exercise session

Assessment guidance

Delivery and assessment

Assessments should be conducted with 'real' clients, unless it is not practically possible.

Learners must consider how to safely adapt equipment and sessions for a range of clients, including:

- young people in the 14-16 age range
- antenatal and postnatal clients
- older people (50 plus).

2.1-2.4 Learners must be observed demonstrating their ability to prepare to supervise gym-based exercise sessions.

An observation checklist from the Assessor could be used to capture:

- preparation of self – uniform standards, professional standards

- preparation of equipment and facility
- the meeting and greeting of clients
- awareness of health and safety.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence must include:

- Assessor observation report.

Evidence could include:

- peer or client feedback.

Learning outcome 3

The learner will:

3 Be able to instruct gym-based exercise sessions

The learner can:

3.1 Carry out verbal screening with clients
3.2 Confirm the components of a planned gym-based exercise session
3.3 Instruct a safe, effective and engaging gym-based exercise session
3.4 Use effective communication methods and maintain professional standards
3.5 Establish positive working relationships with clients
3.6 Maintain professional standards whilst instructing gym-based exercise sessions
3.7 Check and confirm understanding throughout a gym-based exercise session

Assessment guidance

Delivery and assessment

Assessments should be conducted with 'real' clients, unless it is not practically possible.

Learners must consider how to safely instruct and adapt sessions for a range of clients, including:

- young people in the 14-16 age range
- antenatal and postnatal clients
- older people (50 plus).

3.1-3.7 Learners must be observed demonstrating their ability to instruct clients with good communication, maintaining professional standards during a gym-based exercise session, to include:

- carrying out verbal screening with clients
- introducing the components of the session (warm-up, main content, cool-down)
- instructing a safe, effective and engaging gym-based session.

Learners must be observed on a minimum of 2 occasions – one with an individual and one within a group.

This must include:

- demonstration of correct technique and correct lifting, passing and spotting techniques
- showing the correct use of equipment
- using teaching points and coaching techniques
- awareness of health and safety, offering alternatives or modifications
- communication skills appropriate to client – establish positive relationship and rapport, eg explanations, appropriate language to ensure understanding, motivational techniques, commands and discipline, communicating the information gained at health screening, two-way communication with clients, ensuring clients are engaged throughout the session
- professionalism – ensuring that professional standards are maintained at all times
- checking and confirming clients understand how to continue their programme without direct supervision.

Learners must demonstrate a range of training techniques (CV, resistance, free weights, body weight, functional and small equipment) and sessions must include a warm-up, main component and cool-down.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence must include:

- Assessor observation report.

Evidence could include:

- peer or client feedback.

Learning outcome 4

The learner will:

4 Be able to supervise gym-based exercise sessions

The learner can:

4.1 Adopt appropriate positions to observe clients participating in a gym-based exercise session
4.2 Observe and monitor safety and intensity throughout the duration of a gym-based exercise session
4.3 Ensure client safety and well-being at all times during a gym-based exercise session
4.4 Assess client performance and identify any required adaptions to ensure suitable progression/regression
4.5 Conclude a gym-based exercise session within a suitable timeframe
4.6 Ensure the environment is left safe and secure following a gym-based exercise session

Assessment guidance

Delivery and assessment
Assessments should be conducted with 'real' clients, unless it is not practically possible. Learners must consider how to safely supervise and adapt sessions for a range of clients, including: • young people in the 14-16 age range • antenatal and postnatal clients • older people (50 plus). 4.1-4.6 Learners must be observed supervising gym-based exercise sessions, to include: • use of observation and communication skills to monitor safety and intensity with clients • assessment and correction of client performance, eg demonstration of methods and coaching points, reinforcement of technique, offering of progression/regression, alternatives, adaptations to FITT principles (frequency, intensity, time and type) • time management within the session • collection, cleaning and storage of equipment if necessary. Resetting of equipment for use by the next client/class. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence must include: • Assessor observation record. Evidence could include: • peer or client feedback.

Learning outcome 5

The learner will:

5 Be able to review a gym-based exercise session

The learner can:

5.1 Review the outcomes of a gym-based exercise session with clients
5.2 Evaluate the effectiveness of a gym-based exercise session
5.3 Identify areas for improvement in delivering a gym-based exercise session

Assessment guidance

Delivery and assessment
Assessments should be conducted with 'real' clients, unless it is not practically possible. Sufficient time between engaging a client and final assessment needs to be allowed to show improvements in the client's lifestyle, health and fitness. 5.1-5.3 Learners must evaluate their session by gathering verbal or written feedback from clients. Learners must then review their own performance and identify areas for improvement. Client considerations could include: • how well the session met the client's needs • how effective and motivational the relationship with the client was • how well the instructing style matched the client's needs • identify further needs of the client • examine other areas of the gym/classes if interest is shown. Own performance considerations could include: • strengths and areas for development based on feedback and own reflection • any changes to be implemented • any areas for professional development. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence must include: • self-evaluation. Evidence could include: • peer or client feedback.

Learning outcome 6

The learner will:

6 Understand professional practice requirements of a Gym Instructor

The learner can:

6.1 Describe the purpose of industry codes of practice, giving examples
6.2 Describe how to work within scope of practice
6.3 Explain the importance of continuous professional development for Gym Instructors
6.4 Identify relevant CPD activities and progression routes for the Gym Instructor
6.5 Devise a personalised professional development plan

Assessment guidance

Delivery and assessment
6.1 Learners must describe the purpose of industry codes of practice for the fitness industry. Learners should also investigate relevant industry codes of practice, eg CIMSPA, and give examples of practice to follow. 6.2 Learners must describe how to work within scope of practice, eg within the boundaries of professional knowledge and competence which is based on qualifications and experience. For example, not giving nutritional advice apart from healthy eating guidelines and adhering to relevant legislation, eg the Equality Act 2010. Learners must also show understanding of their limitations when working with special populations (disabilities, older adults, children and pre/post-natal). Unless a specific special populations qualification is held, the Gym Instructor cannot: • plan programmes for special populations • advertise as a specialist instructor • work long-term with special populations. 6.3 Learners must explain the importance of continuing professional development (CPD), eg to remain current with fitness industry developments, learn new skills, requirement of membership with professional organisations, legal reasons (to gain insurance), etc. 6.4 Learners must research and identify relevant CPD activities and progression routes they can take, eg attendance at training events, industry specific CPD, qualifications, regulatory requirements (DBS checks), maintaining first aid qualifications and progression routes to qualifying as a Personal Trainer. Real examples should be given. 6.5 Learners must self-reflect and develop a personal development plan specific to the role of a Gym Instructor. This must include long-term career goals, qualifications to attain, CPD to undertake, short/medium/long-term goals, SMART targets and a review date. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence must include: • assignment • worksheets • self-evaluation • personal development plan. Evidence could include: • peer or client feedback.

Learning outcome 7

The learner will:

7 Understand business acumen

The learner can:

7.1 Outline how to financially plan
7.2 Describe an organisation's own product offer
7.3 Outline how to develop a digital plan
7.4 Explain the importance of social media and digital profiles
7.5 Explain how to set up and manage a social media/digital profile

Assessment guidance

Delivery and assessment
7.1 Could include profit and loss, tax, national insurance, liability insurance and music licence fees. This could be presented as a basic business plan, taking into account the factors above. 7.2 Learners must describe an organisation's own product offer/unique selling points. Learners must address how unique selling points could support secondary spends. 7.3 Learners must outline what should be included in a digital plan. This could include SWOT analysis, options, priorities, target audience, SMART objectives, channels, resources, budget, timeline and measuring success. 7.4 Learners must explain the importance of digital/social media, their impact, and how to use to best effect. 7.5 Learners must explain how to set up and manage a social media/digital profile. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • business plan • assignment/worksheet • professional social media/digital profiles.

Unit 07 Applied anatomy and physiology for activity, health and fitness (D/617/1707)

Unit summary	This unit covers the knowledge a Personal Trainer needs around anatomy, physiology, biomechanics and kinesiology to enable effective exercise/activity programming for a range of clients.
Guided learning hours	50
Level	3
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1 Understand the structure and function of bones

The learner can:

1.1 Describe and give examples of the different types and classifications of bone
1.2 Describe the function of bone tissue
1.3 Explain the features of a long bone
1.4 Describe the structure and functions of the vertebral column and movement available
1.5 Describe the process of bone development and growth
1.6 Explain the bone remodelling process
1.7 Discuss the factors that can influence bone density
1.8 Describe the effects of exercise on bones

Assessment guidance

Delivery and assessment
The use of life-sized skeletons, model joints and flash cards could help learners to identify specific structures and understand their construction and function. Activities could include labelling models, diagrams and worksheets. Online technology and video clips can demonstrate the function of the skeleton and joints in the context of sport and exercise. Real-life observations could be used, such as the identification of movements available at specific joints. 1.1 Must include compact and cancellous (types), long, short, flat, sesamoid and irregular bones (classifications). 1.2 Must include support, protection, movement, mineral storage, blood cell production and energy storage. 1.3 Must include articular cartilage, epiphysis, diaphysis, periosteum, epiphyseal plates and bone marrow. 1.4 Must include movements available at each section of the spine – cervical, thoracic, lumbar, sacral and coccygeal. The functions of the vertebral column must include protection of the spinal cord, support, as in carrying the weight of the body above the pelvis, forming the central axis of the body, the curves of the spine, and posture. 1.5 Learners must describe the process of bone development and growth, including the ageing process. This must include intramembranous and endochondral ossification and bone growth from

the epiphyseal plates and the cells involved throughout the processes – osteoblasts, osteoclasts and osteocytes.

1.6 Must include bone resorption and bone formation and the reasons for bone remodelling – regulation of calcium homeostasis, repairing micro-damage, as well as the effects of acute and chronic exercise.

1.7 Learners must consider the factors that can influence bone density. This must include hormones, calcium and vitamin D, gender, age, race, family history and lifestyle, such as tobacco, alcohol, nutrition and medication, and the role of osteoblasts and osteoclasts.

1.8 Must include:

- weight bearing and non-weight bearing exercise
- acute and chronic effects
- stabilisation of the body
- neutral spine alignment
- potential ranges of movement of the spine
- transmission of stress caused by impact, body weight and bone density.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- NCFE Active IQ optional workbook
- assignment
- diagrams
- worksheets.

Learning outcome 2

The learner will:

2 Understand the structure and function of joints and their relation to exercise

The learner can:

2.1 Describe the structure and function of the three types of joint
2.2 Explain the types and characteristics of synovial joints
2.3 Identify the movements of the major joints of the body
2.4 Identify the anatomical planes of movement
2.5 Explain the different anatomical terms of location
2.6 Describe the factors that contribute to the stability of a joint
2.7 Describe the effect of exercise on joints

Assessment guidance

Delivery and assessment
The use of life-sized skeletons, model joints and flash cards could help learners to identify specific structures and understand their construction and function. Activities could include labelling models, diagrams and worksheets. Online technology and video clips can demonstrate the function of the skeleton and joints in the context of sport and exercise. Real-life observations could be used, such as the identification of movements available at specific joints. 2.1 Types of joint must include fibrous, cartilaginous and synovial. Function of joints must include: joint stability, passive and active structures, and shock absorption. 2.2 Types of synovial joints must include hinge, pivot, ball and socket, saddle, condyloid, and gliding. Learners must also describe the characteristics of each joint, which could include: joint capsule, synovial membrane, synovial fluid, ligaments, tendons and cartilage (hyaline, fibrocartilage and labrum). 2.3-2.5 Learners must identify the movement available and the planes of motion (eg sagittal, frontal and transverse) where the movement occurs at the major joints of the body. Major joints of the body must include ankle, knee, hip, pelvis, spine, shoulder, elbow and wrist. Joint movement must include flexion and extension, adduction and abduction, circumduction, supination and pronation, plantar flexion and dorsiflexion, lateral flexion and extension, horizontal flexion and extension, elevation and depression, inversion and eversion, and tensile strength of ligaments. Learners must explain the anatomical terminology of location in relation to the position of bones, joints or muscles, eg superior and inferior, anterior and posterior, medial and lateral, proximal and distal, and superficial and deep. This could be linked to common exercises, eg press-up, where learners consider the movement and plane of motion that occurs. 2.6 Must include consideration of active (muscles, tendons) and passive structures (bones, cartilage and ligaments), posture, impact and body weight. Learners must focus on joints that are more likely to have stability problems, such as the shoulder and spine. 2.7 Must include short-term responses and long-term adaptations as well as synovial fluid production, delivery of nutrients to cartilage, increased strength, mobility and flexibility, reduction of joint pain, and how inappropriate movement can accelerate tissue degeneration, pain and injury and cause a lack of biomechanical efficiency. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence
Evidence could include: • NCFE Active IQ optional workbook • assignment • diagrams • worksheets.

Learning outcome 3

The learner will:

3 Understand the muscular system and its relation to exercise

The learner can:

3.1 Describe the structure and function of the different classifications of muscle tissue
3.2 Compare the properties of the different muscle fibre types
3.3 Describe the roles of muscle origins and insertions
3.4 Identify the origins, insertions and actions of the major muscles of the body
3.5 Explain the different roles of muscles and contraction types, with examples
3.6 Describe the classification of levers
3.7 Explain the principles of muscle contraction
3.8 Describe the effects of exercise on muscles

Assessment guidance

Delivery and assessment
Practical sessions can be used to compare muscle fibre properties, to identify the origins and actions of the major muscles. Practical sessions will allow exploration of the different contraction types, consolidating the learning experience. The use of levers and effects of exercise on muscles can all be experienced in a practical context as well. Online technology and video clips can provide a useful method for 'bringing the subject to life', as well as labelling models, posters and worksheets. Other methods could include assignments and workbooks. 3.1 Must include cardiac, skeletal and smooth. Learners must provide details about the connective tissues that surround muscle fibres, to include epimysium, perimysium and endomysium. 3.2 Learners must compare the properties of the different muscle fibre types in relation to exercise: • slow-twitch (type 1) • fast-twitch (type 2a) • fast glycolytic (type 2b). 3.3 Learners must define muscle origin and insertion and then describe their role in joint movement, eg location, attachment, movement.

3.4 Learners must identify the origin, insertions and actions of the following major muscles of the body:

- rotator cuff: SITS (S: supraspinatus; I: infraspinatus; T: teres minor; S: subscapularis)
- shoulder girdle: levator scapulae, pectoralis minor, serratus anterior, trapezius, rhomboids major/minor, teres major
- spinal extensors: erector spinae, iliocostalis, longissimus, spinalis, multifidus, quadratus lumborum
- hip flexors (iliopsoas): rectus femoris, iliacus, psoas major
- adductors: magnus, brevis, longus, pectineus, gracilis, sartorius
- abductors: gluteus medius, gluteus minimus, piriformis, tensor fascia lata
- abdominals: internal and external obliques, transversus abdominus
- intercostals: diaphragm
- 'core' and pelvic floor muscles
- local/deep, global/superficial muscles.

3.5 Learners must explain the different roles that muscles play, eg agonist (prime mover), antagonist, synergist, fixators, and the different contraction types – isotonic (concentric and eccentric), isometric and isokinetic.

3.6 Learners must describe the classification of levers, giving examples of movements and their effect on joints/joint actions. This must include 1st, 2nd and 3rd class levers.

3.7 Learners must explain the principles of muscle contraction, to include the processes that occur from the impulse reaching the muscle fibres of a motor unit through to the contraction of the muscle. The explanation must include the all-or-none law, sliding filament theory, stretch reflex and inverse stretch reflex, and Henneman's size principle of motor unit recruitment.

3.8 Learners must describe both short-term and long-term responses to exercise.

- Short-term responses could include muscle fatigue, delayed onset muscle soreness (DOMS), increased production of lactic acid, oxygen uptake and increased blood flow to the muscles.
- Long-term responses could include hypertrophy, power, endurance, increase in tendon strength, myoglobin and glycogen stores, number of mitochondria, aerobic enzymes, capillary number and density, tolerance to lactic acid, and response to over and underuse (adaptive shortening/lengthening, weakening, atrophy and altered roles).

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- NCFE Active IQ optional workbook
- assignment
- diagrams
- worksheets.

Learning outcome 4

The learner will:

4 Understand the structure and function of biological systems

The learner can:

4.1 Describe structure and function of the cardiovascular system
4.2 Describe structure and function of the respiratory system
4.3 Describe structure and function of the nervous system
4.4 Describe structure and function of the endocrine system
4.5 Explain the effects of exercise on the biological systems

Assessment guidance

Delivery and assessment
4.1 Must include: • chambers (atria and ventricles) and valves (semilunar and atrioventricular), the blood vessels, the pericardium, myocardium and endocardium • the cardiac cycle, cardiac conduction, stroke volume, cardiac output and blood pressure (systolic and diastolic). 4.2 Must include: • the lungs, pharynx, larynx, trachea, bronchi, bronchioles and alveoli • the mechanism of breathing, gaseous exchange, breathing rate control and regulation of breathing. 4.3 Must include: • motor units, proprioceptors (Golgi tendon organs, muscle spindles, interoceptors, exteroceptors), nerve cells, central and peripheral nervous system, sympathetic and parasympathetic, and autonomous • sensory input, interpretation, motor output, eg muscle contraction, and hormone release. 4.4 Must include: • hormones and glands • the role of hormones. 4.5 Must include: • Cardiovascular: – immediate effects, eg increased demand for oxygen and nutrients, vasodilation, vasoconstriction, increased cardiac output, effects on blood pressure and potential for blood pooling

- long-term effects, eg increased size of heart, strength of contraction, cardiac output and decreased risk of cardiovascular disease.

- Respiratory:
  - immediate effects, eg increased breathing rate and tidal volume
  - long-term effects, eg functional capacity, improved gaseous exchange, increased vital capacity and increased maximal VO_2 uptake.

- Nervous system:
  - include motor unit recruitment, inter and intra-muscular coordination and neuromuscular coordination.

- Endocrine system:
  - the hormonal responses to exercise.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- NCFE Active IQ optional workbook
- assignment
- diagrams
- worksheets.

Learning outcome 5

The learner will:

5 Understand the energy systems and their relation to exercise

The learner can:

5.1 Describe the different energy systems
5.2 Explain the process of resynthesis of ATP within the different energy systems
5.3 Describe the effects of exercise on the energy systems

Assessment guidance

Delivery and assessment
5.1 Must include aerobic and anaerobic (lactate and creatine phosphate). 5.2 Learners must include how the systems interact with each other. 5.3 Must include aerobic and anaerobic threshold and the effects of different training methods/systems. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • NCFE Active IQ optional workbook • assignment • diagrams • worksheets.

Learning outcome 6

The learner will:

6 Understand the effect of exercise variables on human movement

The learner can:

6.1 Describe the exercise variables that can have an effect on biomechanics and kinesiology
6.2 Define and give examples of open and closed chain kinetic movements
6.3 Compare open and closed chain exercises and describe the advantages and disadvantages of both

Assessment guidance

Delivery and assessment
6.1 Learners must describe the effects of the following variables on exercise: • levers • centre of gravity • momentum • force • planes of motion • length-tension relationships. 6.2 Learners must define and give examples of open and closed chain kinetic movements.

6.3 Learners must compare open and closed chain exercises to include the advantages and disadvantages of both. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • NCFE Active IQ optional workbook • assignment • diagrams • worksheets • presentation.

Learning outcome 7

The learner will:

7 Understand the effect of exercise on posture and core stability

The learner can:

7.1 Explain the benefits of core stabilisation
7.2 Describe the role of local and global muscles in core stability
7.3 Explain the effect of exercise on posture
7.4 Describe common postural conditions and potential problems that may occur
7.5 Explain the positive and negative impacts of exercise on posture
7.6 Describe the medical conditions associated with dysfunctional stabilisation

Assessment guidance

Delivery and assessment
7.1 Must include injury prevention, enhanced physical function, stability of the spine and whole-body stability. 7.2 Must include deep/local (transverse abdominis, pelvic floor muscles, lumbar multifidus and diaphragm) and superficial/global muscles (rectus abdominis and erector spinae). 7.3 Learners must include core stabilisation exercises, impact on posture, and potential for injury/aggravation of problems. 7.4 Learners must describe the common postural conditions, eg kyphosis, lordosis, scoliosis, flat back and sway back, and describe the effects that the postural conditions may have on function. 7.5 Learners must explain the positive and negative effects of exercise on posture, eg muscle balance/imbalance, kinesthetic awareness and length-tension relationships, cumulative injury cycle and generation of postural problems.

7.6 Learners must describe the medical conditions that are associated with dysfunctional stabilisation, which may include low back pain, osteoarthritis, bulging/herniated/ruptured discs, sciatica, knee pain and incontinence. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • NCFE Active IQ optional workbook • assignment • diagrams • worksheets • presentation.

Unit 08 Client motivation and lifestyle management (H/617/1708)

Unit summary	This unit covers the knowledge a Personal Trainer needs regarding lifestyle management, client motivation and health and well-being, to be able to develop and implement strategies to encourage long-term adherence to positive lifestyle practices.
Guided learning hours	40
Level	3
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1 Understand how to promote behaviour change and a healthy lifestyle to clients

The learner can:

1.1 Identify the factors that can affect health and well-being
1.2 Explain how to promote a healthy lifestyle to clients
1.3 Explain the psychological factors that can influence behaviour change
1.4 Describe behavioural change theories/models
1.5 Explain how to identify a client's readiness to change their behaviour
1.6 Describe intervention strategies that can facilitate positive behaviour change

Assessment guidance

Delivery and assessment

1.1 Learners must identify factors that can affect health and well-being, both positively and negatively, eg psychological, social and physiological benefits, promotion of positive role models, addressing of barriers, diet, sedentary lifestyles, smoking, alcohol, drugs, sleep/rest, relaxation, stress, work patterns/job, relevant personal circumstances and posture.

1.2 Learners must explain methods used to promote benefits of a healthy lifestyle to clients.

Healthy lifestyle could include healthy diet, socialisation, physical activity, weight management, work environment, work/life balance, stress management, sleep, rest and relaxation.

1.3 Learners must explain the psychological factors that can influence behaviour change. Must include:

- intrinsic and extrinsic motivation
- social support
- peer pressure
- individual client needs and differences, eg experienced, inexperienced, active and inactive
- motives and barriers to change, perceived and actual, self-recognition of own barriers and reinforcement
- self-efficacy

- relevance/use of psychological questionnaires.

1.4 Learners must describe the main principles of a range of motivational theories/models. Theories/models could include arousal theories, stages of change/transtheoretical model, motivational interviewing, social cognitive theory (SCT), theory of reasoned action (TRA), self-determination theory (SDT), and the COM-B model.

1.5 Learners must use one theory/model as a guide and explain how they would recognise a client's readiness to change.

1.6 Learners must consider appropriate interventions/strategies to facilitate positive behaviour change.
Interventions/strategies could include decisional balance sheet/pros and cons/cost-benefit analysis, fitness testing, overcoming barriers, goal setting, behavioural modification techniques, planning for relapse/contingency planning, rewards, regular reviews and reassessments, education, signposting, focusing, support systems, reinforcement strategies and self-monitoring.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- assignment
- worksheets
- presentation
- case study
- client interview and report.

Learning outcome 2

The learner will:

2 Understand how to communicate professionally

The learner can:

2.1 Describe how to communicate professionally with clients and other professionals
2.2 Explain the importance of effective communication for the Personal Trainer
2.3 Describe different communication techniques and how to use them

Assessment guidance

Delivery and assessment
2.1 Learners must describe how to communicate professionally with clients and include why the following factors are important: • introduction • making connections • adapting communication style • presenting accurate information • showing sensitivity • discretion • having a non-judgemental manner • showing respect and use of appropriate language and terminology. 2.2 Learners must explain the importance of effective communication, eg rapport building, creating a positive experience, effective working relationship, repeated business, reputation building, making the client feel valued, and professionalism. 2.3 Must include: • observation/non-verbal techniques/body language • negotiation • open/closed questioning • motivational interviewing techniques • reflective statements, paraphrasing and summarising • decisional balance sheet • active listening. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • assignments • worksheets • presentations • professional discussion.

Learning outcome 3

The learner will:

3 Understand how to address barriers to physical activity that clients may experience

The learner can:

3.1 Identify the typical barriers to physical activity that clients experience
3.2 Describe how to strengthen a client's motivation and adherence to an exercise programme
3.3 Explain how they would introduce clients to new activities
3.4 Describe how different forms of communication can be used to assist clients with motivation
3.5 Explain why it is important to form effective working relationships with clients

Assessment guidance

Delivery and assessment
3.1 Could include perceived and actual barriers such as time, money, weather or lack of energy and support, etc. 3.2 Could include client's activity preferences, challenging clients, exercise variations, incentives and rewards. 3.3 Could include breaking things down into steps, demonstrating, spotting, verbal encouragement. 3.4 Could include verbal, non-verbal, use of technology, social media, effective listening. 3.5 Could include trust, client retention, motivation. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • assignments • worksheets • presentations • professional discussion.

Learning outcome 4

The learner will:

4 Understand how to support clients to adhere to an exercise programme

The learner can:

4.1 Explain why it is important for a client to take personal responsibility for their own fitness and motivation
4.2 Describe how to assist clients to develop their own strategy for motivation and adherence
4.3 Explain how to set clients' short, medium and long-term goals
4.4 Describe how to monitor and review client progress
4.5 Explain why a client's programme may need to be revised and how this can be done

Assessment guidance

Delivery and assessment
4.1 Eg achieve their goals, more likely to succeed, sense of achievement. 4.2 Eg information gathering, goal setting, revision of goals, commitment to goals, rewards. 4.3 Learners should explain how to set clients SMART short, medium and long-term goals. They should show understanding of how goal setting is a process that starts with careful consideration of what the client wishes to achieve (overall goal), which may be relating to a process, outcome or performance. Learners should understand the achievement of long-term goals may require the attainment of a series of short and medium-term goals, eg weight loss may involve multiple goals around nutrition, physical activity and lifestyle changes. Learners should explain that goals then need to be divided into well-defined steps that transcend the specifics of each goal and that goals should be specific, measurable, achievable, realistic and time framed (SMART). 4.4 Learners should describe how to monitor and review client progress through the use of regular reviews. They should indicate how and when they would carry out reviews and the information/activities that may be discussed/addressed at the review, eg update of client details, appropriate assessment methods to review progression and likes/dislikes, etc. 4.5 Learners should explain when to revise exercise programmes, eg regularly, planned in advance, via technology or face-to-face. They should explain that revision would be based on results/goals/individual needs and changing circumstances, and that programme revisions would need to be discussed/agreed with clients and may include the setting of goals and targets. Learners should also indicate that reviews should be scheduled in advance. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence
Evidence could include: • assignments • worksheets • presentations • professional discussion.

Unit 09 Programming personal training sessions (K/617/1709)

Unit summary	This unit covers the knowledge and skills a learner needs to design, manage and adapt a personal training programme with adults of all ages.
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1 Understand how to support the well-being of clients

The learner can:

1.1 Describe a range of common conditions and diseases
1.2 Explain the purpose of pre-exercise health screening
1.3 Identify health screening and risk stratification models
1.4 Describe the differences between a relative and absolute contraindication to exercise
1.5 Explain the scope of practice of the Personal Trainer, when to refer clients and the role of other professionals when offering health and well-being advice and guidance
1.6 Describe where evidence-based reputable health and well-being advice can be sought

Assessment guidance

Delivery and assessment
1.1 Learners must describe a range of health conditions and medically controlled diseases, giving a brief overview of their clinical signs, causes, progressions, risks factors and impact on lifestyle, eg obesity, osteoporosis, mental health problems (stress, depression, anxiety), back pain, hypertension, angina, coronary heart disease (CHD), pre-diabetes and diabetes, arthritis, stroke, cancer, asthma, chronic obstructive pulmonary disease (COPD), chronic fatigue, eating disorders. 1.2 Learners must explain the purpose of pre-exercise health screening to include: • minimising risk • maximising benefits of exercise • identifying clients at risk, clients that need to be signposted/referred, and factors that may indicate a client is at risk (sedentary lifestyle) • enabling development of appropriate exercise programme • identifying the level of monitoring needed. 1.3 Learners must identify health screening and risk modification models, eg PAR-Q, PAR-Q+, organisation/employer devised methods, risk stratification pyramid, logic model, Irwin and Morgan, ACSM categories, referral pathways, health commitment statement. 1.4 • Relative, eg increase client's risks, benefits may outweigh the risks • Absolute, eg high risk, high likelihood.

Learners should also describe what they would do in both instances, eg modified activities, referral.
Low: carry out exercises safely
Medium: closer monitoring, review
High: GP referral.

1.5 Learners must describe the responsibilities and scope of practice of the Personal Trainer and other professionals and how they can support clients in relation to health and fitness. Could include:

- Doctors
- Physiologists
- Physiotherapists
- Occupational Therapists
- Strength and Conditioning Coach
- Exercise Referral Instructors
- Dietician/Nutritionists.

Learners must identify when to signpost clients to other professionals, eg for additional support, information, services that may be of use/benefit, outside scope of practice, when referral/medical clearance is required.

1.6 Learners must describe reputable sources for the following:

- organisations and websites where evidence-based reputable health and well-being advice can be sought
- UK Chief Medical Officer national recommended guidelines for physical activity and health
- the benefits of physical activity
- dose-response relationship
- unfamiliar medical conditions.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- assignment
- worksheets
- presentation.

Learning outcome 2

The learner will:

2 Understand the client consultation process

The learner can:

2.1 Explain informed consent and the responsibilities of the Personal Trainer
2.2 Explain the value of the information gathered from lifestyle questionnaires
2.3 Explain the factors to consider when selecting client assessments
2.4 Evaluate a range of fitness assessments
2.5 Describe the characteristics of optimal postural alignment and perform static and dynamic postural assessments

Assessment guidance

Delivery and assessment
2.1 Must include: • when to obtain consent – before the carrying out of assessments/exercises/before touching a client • the information to give to a client • how to obtain consent – written, signed and dated. 2.2 Learners must explain: • how the information will influence/affect the programme design, ensuring that the programme is appropriate for the client's lifestyle, goals and needs • how making sure that all client information is considered may help with motivation and adherence • how the information provided may include previous and current level of activity, exercise likes/dislikes, motivators, barriers and stage of readiness. 2.3 Factors to consider, eg: • make sure they are appropriate to the client • appropriate to assessment conditions • what equipment is needed or available • time available • value of the information provided by the assessment • factors that may affect the validity, reliability and objectivity of the assessment • if it is an individual or group assessment. 2.4 Must include: • cardio-respiratory fitness assessments • muscular strength assessments • muscular endurance assessments • flexibility and body composition assessments.

In the evaluation, learners should consider any contraindications, limitations of the tests, suitability and safety for the client and the validity and reliability of the test. 2.5 Learners must describe how to carry out: • static postural assessment, eg observational postural analysis • dynamic postural assessment, eg transitional movement assessment – overhead squat test. Learners should be able to describe the characteristics of optimal alignment from a side anterior and posterior view. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • assignments • worksheets • presentations.

Learning outcome 3

The learner will:

3 Understand how to design and tailor exercise programmes

The learner can:

3.1 Describe the considerations when designing and tailoring exercise programmes for a range of clients
3.2 Explain how the principles of training relate to programme design, giving examples
3.3 Explain the principles of training in relation to exercise design to improve components of fitness
3.4 Explain the reasons for using periodisation or progressive programming and the principles behind them
3.5 Describe a range of protocols and tools that can be used to tailor exercise programmes
3.6 Explain the training variables that can be used to progress, regress or modify exercise for a range of clients
3.7 Describe how to design and tailor a programme to minimise injury and optimise recovery
3.8 Describe the signs and symptoms of overtraining

Assessment guidance

Delivery and assessment
3.1 Must include: • sedentary • recovering from injury • overtraining • high-level performers • sport-specific performers • clients with low-risk health conditions. Learners could include exercise recommendations and other considerations to achieve client goals, within the scope of practice of the Personal Trainer. 3.2 Learners must explain how the principles of training relate to programme design: • specificity • progressive overload • reversibility • adaptability • individuality • recovery time. Learners could give examples using the range of clients suggested in 3.1 to show how they would relate to individual wants and goals. 3.3 Must include: • maximal strength, eg higher intensity, lower volume • muscular endurance, eg lower intensity, higher volume • cardiovascular endurance, eg low intensity, long duration/high volume • speed, eg high intensity, shorter duration and volume • flexibility • posture • body composition • core stability • motor skills. Learners must also explain the advantages and disadvantages of exercising at various intensities for the sedentary, experienced (trained) and high-level performers (well-trained). 3.4 Could include breaking down long-term programming into blocks (macrocycles, microcycles, mesocycles) – smaller blocks help progress clients towards goals, give visualisation and variation, and help to address general adaption syndrome. Learners should explain the different types of perodisation. 3.5 Could include repetition maximum 1RM–10RM, monitoring exercise intensity (maximum heart rate, rate of perceived exertion 6-20, 1-10), metabolic equivalents, kilocalories per hour, visual

assessment, verbal assessment, repetition ranges for strength, power, endurance, hypertrophy, and heart rate training zones (aerobic and anaerobic).

Learners should refer to credible sources, eg ACSM guidelines, for developing components of fitness and consider codes of ethics and health and safety guidelines for each.

3.6 Must include:

- rest (to allow adaptation to occur)
- reducing risk of overtraining
- cross-training incorporating exercises that address weaknesses/injury risks
- training other components of fitness, including functional exercises
- regular monitoring and review of programme.

3.7 Could include variety/choice of exercises, sequence, resistance, repetitions, number of sets, rest between sets, speed of movement, type of muscle contraction, duration of session, rest between sessions, volume of training, split routines, lever length, range of motion, complexity, development of aerobic and anaerobic CV fitness, strength, endurance, hypertrophy, speed and power, etc.

3.8 Examples could include:

- unexplained decreased performance
- increased perceived effort during workouts
- excessive fatigue
- irritability
- change in mood
- depression
- insomnia
- aches and pains
- metabolic imbalances
- decreased immunity
- loss of motivation.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- assignments
- worksheets
- presentations.

Learning outcome 4

The learner will:

4 Understand a range of fitness training techniques

The learner can:

4.1 Describe a range of training methods/techniques for:
- cardiovascular exercise
- resistance exercise
- functional exercise
- flexibility

4.2 Explain the factors that may indicate intervention is needed during the observation and monitoring of a client

4.3 Identify the variables that can be applied to maintain safety and effectiveness of the exercise

Assessment guidance

Delivery and assessment
4.1 Learners must describe a range of training methods for: • cardiovascular exercise, eg steady state, interval, fartlek • resistance exercise, eg a range of training systems, exercise equipment, fixed and free weight • functional exercise, eg movement patterns, muscle actions and components of fitness which mirror a client's functional requirements • flexibility exercise, including static, ballistic, dynamic and proprioceptive neuromuscular techniques, to facilitate increased range of motion. 4.2 Learners must explain the factors that may indicate intervention is needed during the observation and monitoring of a client, for example incorrect/poor techniques, risk of injury, health and safety issues and signs and symptoms of incorrect intensity, eg excessive/insufficient effort. 4.3 Learners must identify the variables that can be applied to maintain safety and effectiveness of exercise, eg modification and adaptation of exercises, offering alternatives, regression, progression and corrective strategies. Learners must evidence the application of knowledge of: • the musculoskeletal system to programme design, eg musculoskeletal structure, muscle physiology, postural abnormalities, physiological adaptations to exercise, measuring exercise response, exercise risks • biomechanical concepts to programme design, eg resistance training equipment, exercise intensity, exercise safety and contraindications • physiological concepts to programme design, eg nervous and endocrine system, overtraining, effects of various environmental conditions on exercise response, effects of various individual factors on exercise response, dose-response relationship • cardiorespiratory system and energy systems to programme design, eg structure and function of the cardiorespiratory system, cardiac cycle, transport and gaseous exchange, aerobic and

anaerobic systems, heart rate response to exercise, oxygen demands of different activities, physiological adaptations to exercise.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- assignments
- workbooks
- presentations
- professional discussion.

Learning outcome 5

The learner will:

5 Understand how to design and deliver different modes of exercise in a range of environments

The learner can:

5.1 Describe the different types of environment that can be used for personal training
5.2 Identify the procedures that must be in place to ensure health and safety for personal training
5.3 Identify possible hazards/risks in outdoor training environments and how to manage them
5.4 Identify a range of exercises suitable for outdoor environments
5.5 Explain how to design effective small group personal training sessions

Assessment guidance

Delivery and assessment

5.1 Learners must identify the different types of environment that can be used for personal training, eg indoor (gyms, studios, sports halls, client homes, confined space) and outdoor (parks, fields, green gyms, trim trails), discussing the advantages and limitations of each.

5.2 Learners must identify the procedures that must be in place to ensure health and safety for personal training in different environments, eg risk assessments, normal operating procedures, emergency operating procedures, client screening and accident report forms.

5.3 Learners must identify possible hazards in outdoor environments and suggest countermeasures and ways to manage.

5.4 Learners must identify a range of exercises suitable for outdoor environments, eg use of body weight, CV training and use of portable equipment.

5.5 Learners must describe the considerations to take and challenges they may encounter when planning group personal training sessions, eg space, equipment, timings, health and safety, emergency action plan (EAP), order, management of the group, etc. They should also consider observation and monitoring of all clients, consider that clients may be at different stages, consider size and experience of group, and how to balance the needs of the individual and the group.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • assignments • workbooks • presentations • professional discussion • session plans • client programme cards.

Learning outcome 6

The learner will:

6 Be able to create an environment to support adherence to exercise

The learner can:

6.1 Use strategies to identify a client's readiness to change their behaviour/their stage of change
6.2 Clarify roles and responsibilities of those involved in the programme
6.3 Use evidence-based strategies to create a positive, motivating and empowering environment that supports clients to participate in exercise
6.4 Apply appropriate motivational strategies to encourage long-term adherence to exercise and other positive lifestyle practices
6.5 Identify a client's personal barrier(s) to exercise and use strategies to overcome them
6.6 Provide advice and guidance to promote positive healthy lifestyle choices

Assessment guidance

Delivery and assessment
Assessments should be conducted with 'real' clients, unless it is not practically possible. As this learning outcome is the assessment of a client's readiness to change and to create an environment to support adherence to exercise, there must be evidence to show that the learner has met the assessment criteria. This could be evidenced with an observation checklist and/or written client case study which addresses all of the assessment criteria. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • observation checklist • client case study.

Learning outcome 7

The learner will:

7 Be able to analyse information to plan an effective exercise programme

The learner can:

7.1 Obtain informed consent
7.2 Select and use assessments appropriate to the client and assessment conditions
7.3 Provide the client with correct information prior to commencing any physical assessment(s):
- correct procedures
- protocols and risks

7.4 Perform client physical assessment in a safe and effective manner
7.5 Evaluate results/recorded data using accepted criteria and develop a summary profile of the client
7.6 Explain the findings to the client and offer advice and guidance to promote positive lifestyle choices
7.7 Plan SMART goals linked to the client's needs, wants and motivators

Assessment guidance

Delivery and assessment
Assessments should be conducted with 'real' clients, unless it is not practically possible. This learning outcome is about the pre-exercise assessment and the ability to collect and analyse information to facilitate effective programme planning and delivery. There must be evidence to show that the learner has met all the assessment criteria – this could be evidenced with an observation checklist. Any advice given should be within the scope of practice. Pre-exercise assessment must include basic postural analysis. Assessments chosen must be appropriate to the client, the assessment conditions and the time available. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • client records/report • observation checklist.

Learning outcome 8

The learner will:

8 Be able to plan the delivery of different personal training sessions

The learner can:

8.1 Plan timings and sequences for personal training sessions
8.2 Select appropriate teaching strategies to enhance client performance
8.3 Select and vary modality and intensity of exercise
8.4 Select the equipment/resources required
8.5 Link session to client goals (short/medium/long-term)
8.6 Select warm-up and cool-down activities appropriate to the session/individual

Assessment guidance

Delivery and assessment
Assessments should be conducted with 'real' clients, unless it is not practically possible. As this learning outcome is about the ability to plan for programme sessions and programme delivery, there must be evidence to show that the learner has met all the assessment criteria. This could be evidenced with session plans and/or programme cards. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence must include: • a plan for session(s) in a gym/studio area/sports hall • a plan for session(s) outdoors/in a client's home • a plan for individual session(s) • a plan for small group session(s). Evidence could include: • session plans • programme cards.

Unit 10 Delivering personal training sessions (D/617/1710)

Unit summary	This unit covers the skills and knowledge a Personal Trainer needs to deliver exercise and physical activity training sessions to adults of all ages.
Guided learning hours	70
Level	3
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1 Know how to conduct themselves and portray a professional image

The learner can:

1.1 Explain how the Personal Trainer can portray a professional image
1.2 Identify behaviours that would be deemed unprofessional
1.3 Explain the professional ethics that the Personal Trainer is expected to adhere to
1.4 Explain the importance of maintaining high standards of professional and ethical conduct and the consequences of not doing so
1.5 Explain the guidelines for hands-on contact with clients
1.6 Explain what is meant by a 'conflict of interest', giving examples in relation to personal training
1.7 Explain the benefits of continuing professional development

Assessment guidance

Delivery and assessment
1.1 Learners could include being positive, trustworthy/honest and empowering, maintenance of personal integrity, being respectful of others, motivating, committed, non-judgemental and consistent, acting as a role model and confidentiality. 1.2 Learners must consider unprofessional behaviours and relate to their own experiences. 1.3 Learners must explain the minimum expected professional ethics of a Personal Trainer to include professional membership, role boundaries/scope of practice and responsibilities, professional interaction and communication with other professionals and clients, correct representation of skills, abilities and knowledge, ethical business practices, following professional code of conduct and CPD. 1.4 Must include reputation, improved business success, establish good relationships, build trust and rapport, client satisfaction and possible consequences (which could include lost business, loss of reputation, possible legal implications and discipline from professional organisations). 1.5 Learners must explain the guidelines for hands-on contact with clients, eg informed consent. 1.6 Learners must explain what is meant by conflict of interest and give examples, eg sales driven, commissions, etc.

1.7 Learners must explain the benefits of CPD, eg new opportunities, opportunity to specialise, new skills/knowledge, develop personal qualities, asset to a company, and growth and development. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • assignments • worksheets • personal development plan.

Learning outcome 2

The learner will:

2 Be able to prepare clients for personal training sessions

The learner can:

2.1 Communicate with client(s) in a professional manner
2.2 Clarify to the client(s) roles and responsibilities of the Personal Trainer for that session
2.3 Provide information on how the proposed plan/exercises supports client goals
2.4 Perform verbal screening
2.5 Assess clients' state of readiness and motivation to take part in the planned exercises/physical activities
2.6 Review and revise plan with the client, recording changes as applicable
2.7 Show responsibility and professional duty of care to clients, ensuring client safety and well-being in line with legal responsibilities
2.8 Implement a range of communication skills to create a positive experience and build rapport

Assessment guidance

Delivery and assessment
Assessments should be conducted with 'real' clients, unless it is not practically possible. 2.1 Learners must interact with the client(s) in a professional manner throughout the session, eg introduction on first meeting and appropriate language throughout the session. 2.2-2.3 Learners must clarify their roles and responsibilities to the client(s), providing information about the session to follow and how it links with client goals. 2.4-2.6 Learners must perform verbal screening and find out if any changes have occurred that may affect the proposed session. This must include assessment of the client's state of readiness and motivation to take part in the session. Learners must negotiate and agree any revisions to the plan and record any changes.

2.7 Learners must demonstrate compliance with relevant legal responsibilities, eg health and safety at work, equality and diversity, safeguarding, data protection, hazard identification, safe working practices, ethics and professional conduct.

2.8 Learners must use appropriate communications skills to create a positive experience and build rapport.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- observation checklist.

Learning outcome 3

The learner will:

3 Be able to use appropriate teaching methods to instruct a range of fitness training techniques

The learner can:

3.1 Use appropriate teaching methods to instruct a range of fitness training techniques:
- cardiovascular
- resistance (free weights)
- resistance (fixed weights)
- flexibility

3.2 Use observation and monitoring skills during the session to ensure safety and effectiveness for clients

Assessment guidance

Delivery and assessment

Assessments should be conducted with 'real' clients, unless it is not practically possible.

Learners must have had opportunity for formative practice assessments with feedback prior to their final summative assessments. Learners must be observed on a minimum of 2 occasions to cover the specified range, eg small group in a sports hall, individual in a gym.

3.1 Learners must be able to demonstrate ability to apply appropriate teaching methods and skills to instruct a range of fitness training techniques:

- demonstrations must be used where appropriate, eg if the client is not familiar or confident with the exercise. Learners must demonstrate correct lifting and passing techniques, including dead lifting the barbell safely from the floor and spotting
- explanations must be given to the client about the training system and exercise.

There must be evidence that the learner has applied appropriate teaching methods and skills to include:

- a minimum of 2 of the following cardiovascular techniques for training:
  - interval
  - fartlek
  - continuous
- a minimum of 4 resistance training techniques that:
  - are appropriate to the client, enabling clients to meet goals
  - include free and fixed weights
  - include functional exercises (which mirrors the client's functional requirements)
- a minimum of 3 of the following flexibility exercises:
  - static, ballistic, dynamic and proprioceptive neuromuscular techniques
  - must include a minimum of 1 PNF technique.

3.2 Use observation and monitoring skills during sessions to ensure safety and effectiveness for clients, eg monitoring client, observation of client and environment, awareness of when to adapt or offer alternatives, health and safety awareness.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence must include:

- observation of delivery of personal training sessions:
  - in 2 different environments, eg gym, studio/sports hall, outdoors
  - with an individual and a small group
  - sessions to include a minimum of 2 CV training techniques
  - sessions to include a minimum of 4 resistance training techniques
  - sessions to include a minimum of 3 flexibility training techniques
  - sessions to include a minimum of 1 PNF stretch techniques
- Assessor observation records
- observation checklists
- questioning (can be used to support observation and not replace practical demonstration of skills)
- learner self-evaluation records.

Learning outcome 4

The learner will:

4 Be able to review personal training sessions

The learner can:

4.1 Evaluate a personal training session
4.2 Review and revise client targets and monitor progress
4.3 Review and revise programme and adapt goals as appropriate
4.4 Use strategies to maintain contact and motivate clients between sessions

Assessment guidance

Delivery and assessment
Assessments should be conducted with 'real' clients, unless it is not practically possible. Sufficient time between engaging a client and final assessment needs to be allowed to show improvements in the client's lifestyle, health and fitness. 4.1 Learners must review sessions against session aims, SMART goals, activities, participant performance, own performance (preparation, delivery), health and safety. 4.2-4.3 Learners must review client goals based on outcomes and revise programme based on own evaluation and feedback from the client. 4.4 Learners should use appropriate strategies to maintain contact and motivate clients between sessions, eg phone calls, emails, social media, etc. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • assignment • client records • session plans.

Unit 11 Nutrition to support a physical activity programme (H/617/1711)

Unit summary	This unit covers the knowledge and skills a Personal Trainer needs to be able to apply the principles of nutrition and recommend current healthy eating guidelines to individuals.
Guided learning hours	40
Level	3
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1 Understand the importance of nutrition for health and well-being

The learner can:

1.1 Explain the influence of nutrition on health
1.2 Identify the main nutrients and their food sources
1.3 Explain the importance and functions of:
- hydration
- macronutrients
- micronutrients

1.4 Explain how to use nutrients to fuel activity
1.5 Describe types of fluid for different activities/durations
1.6 Describe current healthy eating advice that underpins a healthy diet and apply it to a client whose goal may be:
- weight management and health
- hypertrophy
- sports performance

Assessment guidance

Delivery and assessment
1.1 Learners must also consider and research the impact of poor nutrition/deficiencies and their links to chronic disease conditions, eg obesity, cholesterol, omega 3 and 6 ratio, cancer risk, etc. 1.2 Must include: • carbohydrates (simple and complex) • fats (saturated, unsaturated, essential fatty acids) • protein • vitamins • minerals • water. 1.3 Must include: • macronutrients (carbohydrates, fats, protein) • micronutrients, eg fat and water-soluble vitamins and minerals

- hydration and the functions of water in the body.

1.4 Must include: aerobic and anaerobic activities, before, during and after exercise.
1.5 Must include: isotonic, hypertonic and hypotonic for different activities/durations.

1.6 Learners must explain how current government healthy eating guidelines and evidence-based recommendations can be applied to:

- weight management (including weight loss/gain/maintenance, fat loss)
- hypertrophy training
- sports performance.

Learners must use and reference credible sources of information.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- NCFE Active IQ optional workbook
- professional discussion
- assignment
- presentation
- case studies.

Learning outcome 2

The learner will:

2 Understand national recommendations for providing nutritional advice

The learner can:

2.1 Explain professional role boundaries with regard to offering nutritional advice to clients
2.2 Explain the importance of communicating health risks associated with weight loss fads and popular diets to clients
2.3 Evaluate the potential health and performance implications of severe energy restriction, weight loss and weight gain
2.4 Explain how to identify clients at risk of nutritional deficiencies
2.5 Explain how cultural and religious dietary practices can influence nutritional advice
2.6 Describe safety, effectiveness and contraindications relating to protein and vitamin supplementation
2.7 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a registered dietician

Assessment guidance

Delivery and assessment
2.1-2.7 Tutors could use a group exercise to compare dietary intakes over 7 days with a presentation outlining healthy diets for adults and the consequences of a poor diet – components of a healthy diet for adults and a list of lifestyle diseases (eg obesity, diabetes and heart disease) resulting from a poor diet over many years. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • NCFE Active IQ optional workbook • oral/written discussion • assignment • presentation • case studies.

Learning outcome 3

The learner will:

3 Be able to use nutritional assessment tools and strategies

The learner can:

3.1 Select nutritional assessment tools to identify clients' dietary habits
3.2 Calculate the estimated resting metabolic rate and energy requirements to support the achievement of client goals
3.3 Analyse clients' dietary habits and identify areas for improvement
3.4 Select appropriate strategies to support and encourage healthy eating
3.5 Provide clients with appropriate information/signposting according to individual health and nutrition needs
3.6 Ensure that the nutritional goals support and integrate with other programme components

Assessment guidance

Delivery and assessment
3.1-3.4 Learners must carry out a consultation with their personal training client. They must select appropriate nutritional tools to assess the client's dietary habits and identify energy and nutritional requirements to meet individual goals and needs. They must then analyse the client's dietary habits and make suggestions for improvement in relation to the nutritional and physical needs of the individual. Learners must select appropriate strategies to support and encourage healthy eating and will signpost clients to appropriate credible sources of information, ensuring that the client understands. Learners must use a range of tools for nutritional assessment, eg food diary, food recall and frequency questionnaires and body composition analysis. Learners must describe how to estimate

resting metabolic rate and energy requirements for different clients' needs and goals. Learners should be able to estimate an individual's total daily energy expenditure (TDEE) – this should include resting metabolic rate (RMR), eg Harris-Benedict equation, thermic effect of feeding (dietary thermogenesis) and physical activity.

3.5-3.6 Learners must distinguish between credible and non-credible sources of nutritional information and guidance and provide clients with appropriate information and/or signposting according to their individual health and nutrition needs.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- NCFE Active IQ optional workbook
- oral/written discussion
- assignment
- presentation
- case studies.

Unit 12 Business acumen for personal trainers (K/617/1712)

Unit summary	This unit covers the knowledge and skills a Personal Trainer needs to grow a successful personal training business. This includes the use of technology to support the personal training business.
Guided learning hours	35
Level	3
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1 Understand marketing strategies and techniques for a personal training business

The learner can:

1.1 Explain the role of marketing for a personal training business
1.2 Outline how to develop a marketing plan
1.3 Describe potential factors that may influence marketing decisions
1.4 Compare marketing tools for a personal training business
1.5 Identify and use different methods of market research data collection

Assessment guidance

Delivery and assessment
1.1 Learners must consider marketing as a tool to identify the customer's needs/expectations, target markets, competitors and appropriate pricing, and be able to communicate offers, value-added products/services and brand profile/development. 1.2 Learners must outline how to develop a marketing plan for a personal training business, looking at goals and objectives. 1.3 Learners must consider factors specifically related to a personal training business that they may encounter themselves when setting up a business, eg internal factors, human resources, finance, operations, culture and external factors, through the use of a PESTLE analysis (political, economic, social, technological, legal and environmental). 1.4 Learners must compare the different types of marketing tools appropriate for a personal training business, eg brand awareness, self-promotion, market research (eg SWOT analysis). 1.5 Must include quantitative and qualitative methods, eg interviews, groups, surveys, questionnaires, experiments and observation. Learners must approach this task in the context of setting up their own personal training business and carry out research. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence
Evidence could include: • assignment • worksheets • presentation • case study • market research.

Learning outcome 2

The learner will:

2 Know current legislation and organisation procedures for a personal training business

The learner can:

2.1 Explain the legislative responsibilities in the workplace for the:
- employer
- employee (Personal Trainer)

2.2 Explain 'safeguarding' and what the Personal Trainer can do to ensure they meet legislative requirements

2.3 Summarise equality and diversity legislation in relation to personal training

2.4 Explain why it is important for policies and procedures to be in place, implemented and reviewed

Assessment guidance

Delivery and assessment
2.1 Learners must explain the legislative responsibilities for the employer and employee, making sure the responsibilities are translated into a personal training context, showing understanding of how the specific legislation will affect them in practice. Eg, data protection, client confidentiality, conflict of interest, health and safety at work, Disclosure and Barring Service (DBS), safeguarding children and vulnerable adults, personal liability insurance, control of substances hazardous to health, reporting of injuries, diseases and dangerous occurrences regulations, electricity at work regulations, first aid regulations, individual organisational policies and procedures. 2.2 Learners must explain their understanding of safeguarding of children and vulnerable adults in a personal training context. They must explain what they can do to ensure they meet legislative requirements and what practical actions they can take, eg having policies and procedures in place and DBS. 2.3 Learners must summarise current equality and diversity legislation in relation to personal training and explain their understanding of the terms equality, diversity, direct and indirect discrimination and unconscious bias. Learners must give examples of each in a personal training context. 2.4 Learners must explain the importance of having policies and procedures in place and why it is important to ensure they are implemented and reviewed regularly.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • assignment • worksheets • presentation • case study • professional discussion.

Learning outcome 3

The learner will:

3 Understand business and financial planning for a personal training business

The learner can:

3.1 Describe the key factors to include in a business plan
3.2 Explain the importance of key performance indicators (KPIs)
3.3 Describe the purpose of an annual budget
3.4 Explain the purpose of a profit and loss account and balance sheets and the information they will include
3.5 Identify the direct and indirect costs typically incurred by a personal training business
3.6 Explain the legal requirements for self-employed status in the UK

Assessment guidance

Delivery and assessment
3.1 Learners must describe the key factors to include in a business plan. The plan should be based on setting up a personal training business and include the setting of individual and organisational goals and objectives, strategies, sales, marketing and financial forecasting. 3.2 Must include generation of profit, support and influence, business objectives, strengthening of morale and personal growth. 3.3 Learners must consider the following: forecasting, sales and targets, income and expenditure. 3.4 Must include cost and expenses incurred, gross profit, net gain and calculation of tax. Learners must also explain the purpose of a balance sheet, eg business assets, fixed and current assets, business liabilities and totals of assets minus liabilities. 3.5 Must include: • direct costs – wages, equipment, premises • indirect costs – marketing, advertising, fixed and variable costs.

3.6 Must include registering a business, licences needed, tax and insurance legislation and financial reporting. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • business plan • assignment.

Learning outcome 4

The learner will:

4 Understand how IT systems and technological products support a personal training business

The learner can:

4.1 Identify the different types of IT systems available to support a personal training business
4.2 Explain current legislation that affects the use of technology
4.3 Explain how to keep, record and manage data to meet current regulations
4.4 Research current technological products that can be used to support and enhance the client experience
4.5 Describe the uses and benefits of technological products for personal training

Assessment guidance

Delivery and assessment
4.1 Must include finance and accountancy software, marketing, sales and CRM/MIS systems. 4.2 Learners must explain the requirements of UK General Data Protection Regulation (UK GDPR) on how to keep, record and manage data in relation to a personal training business. Learners must explain the current regulations in relation to contacting clients and for marketing. 4.3 Learners must explain current legislation in relation to technology and consider intellectual property, patents, copyrights and ethical practice. 4.4 Could include wearable technology, pedometers and applications which could be for client and/or group management, for scheduling appointments and session reminders. 4.5 Must include increase activity levels, motivate, focus and encourage adherence. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence
Evidence could include: • assignments • presentations • worksheets.

Learning outcome 5

The learner will:

5 Be able to implement strategies to manage and grow a personal training business

The learner can:

5.1 Use current technological products to support, develop and manage a personal training business
5.2 Implement and adapt strategies to successfully gain and retain clients
5.3 Plan and review business performance in order to meet the personal training business targets

Assessment guidance

Delivery and assessment
5.1 Learners must use appropriate IT products to support, develop and manage the personal training business, eg enhance the client experience, client and group management, class scheduling, retention levels, session reminders. Learners must identify a technological product and use it with a personal training client. They must record how the technology was used with their client(s), how it helped their client(s) and how the data was used to enhance/influence the client programme. 5.2 Learners must implement a variety of marketing strategies to ensure the development and sustainability of the client base. 5.3 Learners must plan and review business performance whilst identifying areas for improvement. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • assignment • business plan • client logs • professional discussion.

Section 3

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points…)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

This table explains how the terms used at Level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which…)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, or pieces of information.
Draw conclusions (which…)	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.

Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately (some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Plan	Think about and organise information in a logical way using an appropriate format.
Perform	Carry out a task or process to meet the requirements of the question.
Provide	Identify and give relevant and detailed information in relation to the subject.
Review and revise	Look back over the subject and make corrections or changes.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Section 4

Additional information

Additional information

Resource requirements

To assist in the delivery of this qualification, centres should have access to appropriate facilities and equipment to enable them to cover all the learning outcomes.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You do not have to use the LETL – you can devise your own evidence tracking document instead.

NCFE Active IQ workbook

There is an optional NCFE Active IQ workbook which covers the following units:

- Unit 01 Anatomy and physiology for exercise
- Unit 07 Applied anatomy and physiology for activity, health and fitness
- Unit 11 Nutrition to support a physical activity programme.

These documents can be downloaded free of charge from the qualifications page on the NCFE website.

Support for centres

Key Facts

This document outlines the key information of this qualification for the centre, learner and employer.

Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- CIMSPA (Chartered Institute for the Management of Sport and Physical Activity) www.cimspa.co.uk
- NHS Eatwell Guide www.nhs.uk/live-well/eat-well/the-eatwell-guide
- American College of Sports Medicine www.acsm.org
- The Register of Exercise Professionals www.exerciseregister.org.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.