**NCFE Active IQ Level 3 Diploma in Gym Instructing and Personal Training**
QN: 603/2693/1




# Qualification Specification

# Qualification summary

| | |
|---|---|
| **Qualification title** | **NCFE Active IQ Level 3 Diploma in Gym Instructing and Personal Training** |
| **Ofqual qualification number (QN)** | 603/2693/1 |
| **Guided learning hours (GLH)** | 412 |
| **Total qualification time (TQT)** | 676 |
| **Minimum age** | 16<br><br>Please note that 16 to 18-year-olds may need to be supervised in the workplace, once they have achieved the qualification. |
| **Qualification purpose** | This qualification aims to train learners to a professionally competent level, enabling them to prescribe, plan and deliver safe and effective exercise programmes, and to develop the skills and knowledge required to pursue a career in personal training. |
| **Grading** | Achieved/not yet achieved |
| **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.<br><br>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.<br><br>CIMSPA Endorsed \| Professional Standards |
| **Work/industry placement experience** | Work/industry placement experience is not required. |
| **UCAS** | Please refer to the UCAS website for further details of points allocation and the most up-to-date information. |
| **Regulation information** | This is a regulated qualification. The regulated number for this qualification is 603/2693/1. |
| **Funding** | This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider. |

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# Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the website.

## Aims and objectives

This qualification aims to:

- focus on the study of gym instructing and personal training
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

## 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.

## Guidance for entry

This qualification is designed for learners aged 16 and over, wishing to pursue a career in the sports and fitness sector as personal trainers. Please note that 16 to 18-year-olds may need to be supervised in the workplace, once they have achieved the qualification.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

Learners will benefit from having some prior experience with gym-based exercises, including free weights, and a reasonable level of physical fitness, as the course involves practical participation and physical exertion. Basic communication skills at level 2 are also recommended, as the qualification includes elements of discussion, presentation, reading, and writing.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/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 **11 units** from the mandatory units.

Please refer to the list of units in appendix A for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification.

## Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - personal trainer
  - gym instructor
  - health and wellbeing coach
  - sports or exercise coach
- further education:
  - NCFE Active IQ Level 4 Certificate in Strength and Conditioning.

## Progression to higher-level studies

Level 3 qualifications can support progression to higher-level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods.

## Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

## Realistic work environment (RWE) requirement/recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

**The work situation being represented is relevant to the competence requirements being assessed:**

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions.

**The learner's work activities reflect those found in the work environment being represented, for example:**

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example, customers, service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace.

## 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 (internal quality assurance must still be completed by the centre as usual).

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

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this 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 to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

## Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including grading, level, credit and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) 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 your external quality assurer (EQA).

# Unit 01 Principles of anatomy, physiology and fitness (A/616/7499)

| Assessment | | | |
|---|---|---|---|
| Internally assessed and externally quality assured portfolio of evidence | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 2** | **30 GLH** |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 1. Understand the skeletal system and the effects of exercise | 1.1 Identify the structures of the skeletal system |
| | 1.2 Outline the functions of the skeleton |
| | 1.3 List and identify the location of the major bones |
| | 1.4 List and identify the location of different types of bone |
| | 1.5 Identify the structure of a long bone |
| | 1.6 List the different types of joint |
| | 1.7 Identify different types of synovial joint |
| | 1.8 Describe the structures of a synovial joint |
| | 1.9 Describe the joint actions possible at different joints |
| | 1.10 Describe optimum postural alignment |
| | 1.11 Describe postural deviations |
| | 1.12 Describe the immediate effects of exercise on the skeletal system |
| | 1.13 Describe the long-term effects of exercise on the skeletal system |
| | 1.14 Describe changes to the skeletal system throughout a person's lifespan |
| 2. Understand the neuromuscular system and the effects of exercise | 2.1 List and give examples of the different types of muscle tissue |
| | 2.2 Identify the basic structure of skeletal muscle |
| | 2.3 Identify the function of skeletal muscle |
| | 2.4 List and identify the location of the major anterior and posterior muscles |
| | 2.5 Describe the principles of how skeletal muscles work |
| | 2.6 Describe different types of muscle contraction |
| | 2.7 List the joint actions brought about by specific muscles |
| | 2.8 Identify different types of muscle fibre |
| | 2.9 Identify the structure of the nervous system |
| | 2.10 Outline the function of the nervous system |
| | 2.11 Describe the immediate effects of exercise on the neuromuscular system |
| | 2.12 Describe the long-term effects of exercise on the neuromuscular system |
| | 2.13 Describe changes to the neuromuscular system across a person's lifespan |
| 3. Understand the cardiovascular and respiratory systems, and the effects of exercise | 3.1 Describe the structure and function of the heart |
| | 3.2 Describe the structure and function of:<br>• blood<br>• blood vessels. |
| | 3.3 Describe the structure and function of the lungs |
| | 3.4 Identify the main muscles involved in breathing |
| | 3.5 Describe the passage of air through the respiratory tract |
| | 3.6 Describe gaseous exchange in the lungs |
| | 3.7 Describe gaseous exchange in the muscles |
| | 3.8 Describe systemic and pulmonary circulation |
| | 3.9 Describe the immediate effects of exercise on the cardiovascular and respiratory systems |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| | 3.10 Describe the long-term effects of exercise on the cardiovascular and respiratory systems |
| | 3.11 Describe changes to the cardiovascular and respiratory systems across a person's lifespan |
| 4. Understand how energy is produced in the body and the effects of exercise on energy production | 4.1 Describe the role of adenosine triphosphate (ATP) in energy production in the body |
| | 4.2 List the three main energy systems that resynthesise adenosine triphosphate |
| | 4.3 Describe how macronutrients contribute to the production of ATP |
| | 4.4 Describe how the three energy systems are used during aerobic and anaerobic exercise |
| | 4.5 Describe the interaction of the energy systems during exercise |
| | 4.6 Describe how intensity and duration influence the energy systems utilised by the body |
| 5. Understand the structure and function of the digestive system | 5.1 Describe the function of each section of the **alimentary canal** |
| | 5.2 Describe how fats, proteins and carbohydrates are digested and absorbed, and the main enzymes involved |
| | 5.3 Explain the role of dietary fibre in the maintenance of gut function |
| | 5.4 Explain the role of the liver and pancreas in the digestive process |
| | 5.5 Describe timescales for digestion |
| | 5.6 Explain the role of fluid in digestion |
| 6. Understand health and well-being | 6.1 Define the **components of health and well-being** |
| | 6.2 Describe factors that affect health and well-being, including the effects of lifestyle choices |
| | 6.3 Identify the role of activity and exercise in maintaining and managing health and well-being |
| | 6.4 Identify the frequency, intensity, time and type of activity required to maintain and improve health and well-being |
| 7. Understand the components of fitness and the effects of exercise | 7.1 Outline the components of physical fitness |
| | 7.2 Describe the physiological effects of exercise on each component of fitness |
| | 7.3 Describe how to apply the principles of overload, reversibility and specificity to progress or regress each component of fitness |
| | 7.4 Describe factors affecting physical fitness |
| | 7.5 Describe exercise contraindications and safety considerations for special populations |

| Range |
|---|
| **5.** Understand the structure and function of the digestive system |
| **5.1 Alimentary canal:**<br><br>• mouth<br>• oesophagus<br>• stomach<br>• small intestine<br>• large intestine. |

| **6.** Understand health and well-being |
| --- |
| **6.1 Components of health and well-being** to include:<br><br>• physical<br>• mental<br>• emotional<br>• social. |

# Unit 02 Professionalism and customer care for fitness instructors (K/616/7501)

| Assessment | | | |
|---|---|---|---|
| Internally assessed and externally quality assured portfolio of evidence | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 2** | **30 GLH** |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 1. Understand the legal and professional requirements for fitness instructing | 1.1 Summarise the key principles of the Equality Act 2010 and how this relates to fitness instructing |
| | 1.2 Describe the scope of practice of a fitness instructor |
| | 1.3 Explain the insurance requirements when working as a fitness instructor |
| | 1.4 Explain the importance of having appropriate insurance when working as a fitness instructor |
| 2. Understand how an instructor can help all types of customer to have a positive exercise experience | 2.1 Compare the differing needs of customers in a fitness environment |
| | 2.2 Identify ways that a fitness environment can meet the needs of different customers |
| | 2.3 Identify ways that an instructor can help customers have a positive exercise experience |
| | 2.4 Identify ways that an instructor can build social support and inclusion within a fitness environment |
| | 2.5 Identify ways that an instructor can obtain feedback from customers to support continued exercise adherence |
| 3. Understand the products and services offered by fitness environments and instructors | 3.1 Identify the main products and services offered by fitness instructors and fitness environments |
| | 3.2 Identify the ancillary and specialist products and services that may be offered by fitness environments |
| | 3.3 Describe a range of membership options and contracts offered by fitness environments |
| | 3.4 Describe a typical customer journey through a fitness environment |
| | 3.5 Explain the importance of customer retention for a fitness environment and instructor |
| 4. Understand the skills and behaviours needed to deliver effective customer care | 4.1 Describe the common characteristics of individuals who provide excellent customer care |
| | 4.2 Describe the features of personal presentation that will make a positive impression on customers |
| | 4.3 Describe the attitudes and behaviours required when dealing with customers |
| | 4.4 Describe how to carry out routine customer care tasks in a way that shows consideration for customers |
| | 4.5 Explain the concept of professionalism |
| | 4.6 Explain the importance of effective teamwork for the delivery of excellent customer care |
| | 4.7 Describe the team-working skills required to deliver an excellent customer experience |
| | 4.8 Identify ways that an instructor can positively influence member retention |
| | 4.9 Identify ways that an instructor can build a rapport with customers |
| | 4.10 Explain the importance of the instructor being **available and approachable** to customers |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 5. Understand the value of first impressions | 5.1 Explain the importance of making a positive first impression on customers |
| | 5.2 Describe ways of creating a positive first impression when communicating with customers |
| 6. Understand how to communicate clearly and effectively with customers | 6.1 Identify different methods of communication, to include verbal and non-verbal methods |
| | 6.2 Identify positive body language |
| | 6.3 Identify negative body language |
| | 6.4 Give examples of when it is appropriate to take the initiative in approaching customers |
| | 6.5 Describe different methods of effective and efficient communication in a range of situations |
| | 6.6 Describe the communication approaches that will make a positive impression on customers |
| | 6.7 Explain why a consistent positive attitude and approach to customers is vital to an organisation |
| 7. Understand how to be polite and approachable with customers | 7.1 Outline appropriate ways to meet and greet customers politely and confidently |
| | 7.2 Explain why it is important to respond to customers within an appropriate timescale |
| | 7.3 Explain how to acknowledge customers during busy periods |
| | 7.4 Describe how to demonstrate enthusiasm and a helpful attitude when working with customers |
| 8. Understand how to interact with customers in different situations | 8.1 Identify the personal qualities required to deal with customer problems |
| | 8.2 Describe how to communicate with dissatisfied customers |
| | 8.3 Describe the skills required to deal with potentially volatile or unpleasant situations |
| | 8.4 Identify responses and actions that may make problems worse |
| | 8.5 Describe how to adapt their communication style, attitude and response to meet individual customer needs |
| | 8.6 Describe how to manage customer expectations when circumstances prevent the delivery of agreed services |
| | 8.7 Explain how to identify when customer issues require escalation and how to refer them appropriately |
| | 8.8 Explain how to use social media profiles as a fitness instructor |
| | 8.9 Describe the benefits and risks of using social media platforms for fitness instructors |
| 9. Understand personal and professional development | 9.1 Explain the importance of the planning and reviewing cycle within personal and continuing professional development (CPD) |
| | 9.2 Define CPD |
| | 9.3 Explain the benefits of CPD for self, clients and organisations |
| | 9.4 Explain how to reflect on own work and highlight ways of improving skills, knowledge and practice |
| | 9.5 Describe how to work with others to evaluate their skills, knowledge and practice |
| | 9.6 Explain how to plan their own CPD |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| | 9.7 Explain how workplace appraisal and development processes support CPD |
| | 9.8 Outline how to access the sources of information required to fulfil CPD |
| 10. Be able to make a good first impression on customers | 10.1 Use meet and greet techniques to make a good first impression on customers |
| | 10.2 Communicate efficiently and effectively with different types of customers |
| | 10.3 Demonstrate types of behaviour that make a positive impression on different types of customers |
| | 10.4 Demonstrate effective communication by engaging a customer who is not actively seeking attention |
| 11. Be able to demonstrate professional behaviours that support effective customer care | 11.1 Identify and respond when a customer wants or needs attention |
| | 11.2 Demonstrate appropriate greeting behaviours when interacting with customers |
| | 11.3 Demonstrate clear verbal interaction that puts the customer at ease |
| | 11.4 Demonstrate behaviours that build rapport with customers |
| | 11.5 Demonstrate a positive and enthusiastic attitude to customers |
| | 11.6 Demonstrate attentiveness to customers during interactions |
| | 11.7 Demonstrate respectful behaviours when interacting with customers |

| Range |
|---|
| **4.** Understand the skills and behaviours needed to deliver effective customer care |
| **4.10 Available and approachable** for example:<br><br>• walking around the gym floor<br>• being available prior to and after a class. |

| Delivery and assessment guidance |
|---|
| This unit uses the term **customer** to refer to general service users, such as gym members or visitors. In contrast, **client** refers to individuals receiving tailored exercise support. Learners should understand that this unit focuses on broad customer care, not client-specific interactions.<br><br>**LO11 (AC11.3)**<br>Learners should pay attention to how the customer may be feeling and adjust their tone, pace, and language to offer reassurance, support, or clarity. |

# Unit 03 Health and safety in the fitness environment (M/616/7502)

| Assessment | | | |
|---|---|---|---|
| Internally assessed and externally quality assured portfolio of evidence | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 2** | **20 GLH** |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 1. Understand health and safety in the workplace | 1.1 Outline the rights and responsibilities of the employer for health and safety in the workplace |
| | 1.2 Outline the rights and responsibilities of the employee for health and safety in the workplace |
| | 1.3 Explain the term 'duty of care' relating to the health and safety of self and others |
| | 1.4 Identify the key legal and regulatory requirements that are relevant to health and safety in the workplace |
| | 1.5 Describe what may happen if employers and employees do not follow legal requirements |
| 2. Understand hazards and risks in a fitness environment | 2.1 Describe the differences between a 'hazard' and a 'risk' |
| | 2.2 Identify the common hazards that may occur in the fitness environment |
| | 2.3 Identify the five steps of risk assessment |
| | 2.4 Describe how to deal with common hazards and manage risk in the fitness environment |
| 3. Understand normal and emergency operating procedures in the workplace | 3.1 State the importance of having **written systems of work** |
| | 3.2 Describe the key areas that should be included in a normal operating procedure |
| | 3.3 Describe the key areas that should be included in an emergency action plan |
| 4. Understand how to maintain a safe and effective fitness environment | 4.1 Identify handover information that needs to be provided at the start and end of a shift, and how to record this information |
| | 4.2 Describe the checks required to maintain the operational safety of the fitness environment and equipment |
| | 4.3 Identify how to supervise the gym environment to ensure member safety |
| 5. Understand the cleaning requirements in fitness environments | 5.1 Describe how a fitness facility maintains standards of cleanliness |
| | 5.2 List a range of cleaning substances used in a fitness environment |
| | 5.3 Identify the types of personal protective equipment that are necessary for cleaning operations in a fitness environment |
| | 5.4 Describe how to maintain the safety of customers and other staff when carrying out cleaning operations |
| | 5.5 Describe how to show **courtesy and consideration** to customers when carrying out cleaning operations |
| | 5.6 Describe the procedures for the disposal of waste from cleaning operations |
| | 5.7 Explain the importance of the safe storage and maintenance of cleaning equipment |
| | 5.8 Describe how to deal with spillages, breakages and waste in a fitness environment |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 6. Understand safe working practices relating to the Control of Substances Hazardous to Health (COSHH) Regulations | 6.1 Identify the types of substance commonly used in a fitness facility that would be covered by COSHH |
| | 6.2 List the risks associated with hazardous substances |
| | 6.3 Identify the requirements of employers and employees, as stated in the COSHH Regulations |
| | 6.4 List the types of information provided in COSHH assessments |
| | 6.5 Describe why COSHH assessments are important |

| Range |
|---|
| **3.** Understand normal and emergency operating procedures in the workplace |
| **3.1 Written systems of work**, to include:<br><br>• normal operating procedures (NOPs)<br>• emergency action plans (EAPs)<br>• risk assessments. |
| **5.** Understand the cleaning requirements in fitness environments |
| **5.5 Courtesy and consideration,** for example:<br><br>• prioritising customers over cleaning duties<br>• acknowledging customers as they pass through the cleaning area<br>• temporarily moving cleaning equipment to ease a customer's travel through the area. |

| Delivery and assessment guidance |
|---|
| **LO4 (AC4.1)**<br>Handover procedures can vary significantly depending on the type and scale of the fitness environment. Learners should be encouraged to reflect on practices relevant to their own setting, while recognising the core principles of effective handover across contexts. |

# Unit 04 Conducting client consultations to support positive behaviour change (A/616/7504)

| Assessment | | | |
|---|---|---|---|
| Internally assessed and externally quality assured portfolio of evidence | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 2** | **33 GLH** |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 1. Know how to consult and support clients to change exercise behaviour | 1.1 Identify methods used to screen clients, gather relevant information, and obtain informed consent for exercise participation |
| | 1.2 Identify commonly used risk-stratification models for assessing client readiness for exercise |
| | 1.3 Describe the barriers to changing exercise behaviour |
| | 1.4 Outline strategies for overcoming barriers and building client motivation |
| | 1.5 Explain how to use communication and interview skills to support clients at different stages of changing exercise behaviour |
| | 1.6 Describe **different approaches** to supporting clients in changing their exercise behaviour |
| | 1.7 Explain how specific, measurable, achievable, relevant and time-bound (SMART) goals can be used to support clients to change their exercise behaviour |
| | 1.8 Differentiate between process and outcome goals that support client motivation and goal achievement |
| | 1.9 Identify safe and realistic timeframes for the achievement of client physical goals |
| | 1.10 Identify ways to monitor and review client progress |
| | 1.11 Identify methods for recording and storing client information |
| | 1.12 Identify professionals who can support the client when their needs go beyond the scope of practice and determine when to refer or signpost a client to other professionals |
| 2. Understand the importance of a healthy lifestyle | 2.1 Explain the health risks of being overweight or obese |
| | 2.2 Describe the extent to which obesity affects people in the UK |
| | 2.3 Explain the risks of an unhealthy lifestyle |
| | 2.4 Explain the benefits of a healthy lifestyle |
| | 2.5 Identify the risks and benefits of exercise for the prevention and management of common health conditions |
| | 2.6 Identify sources of evidence-based, credible health and well-being information |
| 3. Understand the importance of healthy eating | 3.1 Describe the purpose of the NHS Eatwell Guide |
| | 3.2 Describe the key healthy eating messages that support a balanced diet, as outlined in **national guidance** |
| | 3.3 Explain the importance of hydration |
| | 3.4 Explain the daily energy requirements for men and women |
| | 3.5 Explain the energy balance equation |
| | 3.6 Explain the dietary role of the key nutrients |
| | 3.7 Identify common dietary sources of the key nutrients |
| | 3.8 Explain the health risks of poor nutrition |
| | 3.9 Explain the benefits of a nutrient-rich diet |
| | 3.10 Identify sources of evidence-based, credible nutritional guidance |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 4. Understand how technology can be used to support exercise adherence | 4.1 Identify technologies that can be used to support exercise adherence |
| | 4.2 Identify ways that technology can be used to motivate clients and help them achieve their goals |
| 5. Know the established protocols for health-screening and fitness assessment of gym-based clients | 5.1 List the health-screening measurements that are relevant to gym-based clients |
| | 5.2 Describe the established protocols for health-screening measurements that are relevant to gym-based clients |
| | 5.3 Describe the established protocols for fitness assessments that are relevant to gym-based clients |
| 6. Be able to consult/interview and support clients to change their exercise behaviour | 6.1 Prepare a positive consultation environment that encourages open communication |
| | 6.2 Use the appropriate methods, techniques and communication skills to greet the client, build a rapport and gather information |
| | 6.3 Explain their own role, the role of other professionals and the role of the client in changing their exercise behaviour |
| | 6.4 Provide the appropriate advice and guidance in response to a health-screening questionnaire |
| | 6.5 Identify when to signpost a client to other professionals |
| | 6.6 Ask open questions to gather the relevant information from a client |
| | 6.7 Use active listening skills to gather information from a client |
| | 6.8 Check client readiness to exercise |
| | 6.9 Identify client barriers to exercise |
| | 6.10 Identify the appropriate strategies to address client barriers |
| | 6.11 Identify client goals |
| | 6.12 Write specific, measurable, achievable, realistic and time-bound (SMART) goals to address client needs, wants and motivators |
| | 6.13 Identify the appropriate review points to monitor client progress |
| | 6.14 Record client information appropriately and with regard to confidentiality |
| | 6.15 Follow the established protocols to safely, effectively and accurately carry out client-relevant health-screening measurements |

| **Range** |
|---|
| **1.** Know how to consult and support clients to change exercise behaviour |
| **1.6 Different approaches,** to include:<br><br>• motivational interviewing<br>• a trans-theoretical model<br>• rewards<br>• cognitive reframing. |
| **3.** Understand the importance of healthy eating |
| **3.2 National guidance,** to include**:**<br><br>• NHS's 8 tips for healthy eating<br>• Eatwell Guide. |

| Delivery and assessment guidance |
| --- |
| **LO3**<br>Learners should be introduced to the main nutrient groups: carbohydrates, proteins, fats, vitamins, minerals, fibre, and water. Tutors may use examples of individual nutrients to illustrate their roles but are not expected to cover all in detail.<br><br>**LO6**<br>Learners should demonstrate how the consultation environment supports open and effective communication. This may include aspects such as privacy, comfort, accessibility, and the learner's own behaviour (for example, active listening, welcoming tone, appropriate body language). The environment should reflect professional standards. |

# Unit 05 Planning and instructing gym-based exercise (F/616/7505)

| Assessment | | | |
|---|---|---|---|
| Internally assessed and externally quality assured portfolio of evidence | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 2** | **40 GLH** |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 1. Know how to plan a safe and effective gym-based exercise session | 1.1 Describe a safe and effective session structure |
| | 1.2 Identify safe and effective exercises and equipment for inclusion in a gym-based session |
| | 1.3 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different client needs |
| | 1.4 Explain the purpose of a warm-up and cool-down |
| | 1.5 Describe the appropriate exercises for inclusion in a warm-up and cool-down |
| | 1.6 Explain the purpose and benefits of cardiovascular exercise |
| | 1.7 Explain the purpose and benefits of muscular fitness and resistance exercises |
| | 1.8 Explain the purpose and benefits of flexibility exercises |
| | 1.9 Describe the exercises for improving each **component of fitness** |
| | 1.10 Describe different methods for monitoring exercise intensity |
| | 1.11 Describe the signs and symptoms of over-exertion and the potential acute negative effects of exercise |
| 2. Be able to plan a safe and effective gym-based exercise session | 2.1 Prepare the equipment and environment for the session to ensure the safety of the client is maintained |
| | 2.2 Select safe and effective exercises for all components of the session, which meet the client's needs, goals and ability |
| | 2.3 Plan a safe and effective health-related, gym-based exercise programme to meet client needs and incorporate different components of fitness |
| | 2.4 Plan adaptations and modifications to regress, progress and accommodate different client needs |
| | 2.5 Record exercises using an appropriate format to assist client understanding |
| 3. Be able to deliver a safe and effective gym-based exercise programme | 3.1 Use the appropriate instructional methods, techniques and communication skills to support clients at different stages of changing their exercise behaviour |
| | 3.2 Provide support and motivation to clients |
| | 3.3 Use verbal screening techniques to assess client readiness to participate in exercise |
| | 3.4 Instruct a safe and effective warm-up |
| | 3.5 Instruct a safe and effective cardiovascular component |
| | 3.6 Instruct a safe and effective muscular fitness/resistance training component |
| | 3.7 Instruct safe and effective functional training exercises |
| | 3.8 Instruct a safe and effective cool-down and flexibility component |
| | 3.9 Explain the appropriate health and safety considerations to clients |
| | 3.10 Monitor exercise intensity |
| | 3.11 Monitor exercise safety |
| | 3.12 Observe a client's exercise technique and accurately identify ways to improve their performance |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| | 3.13 Adapt or modify exercises, as appropriate, to accommodate client needs |
| | 3.14 Respond accurately and appropriately to client questions |
| 4. Be able to encourage clients to increase physical activity and exercise adherence | 4.1 Identify appropriate review points to monitor client progress |
| | 4.2 Agree how goal achievement will be measured at the time of review and how the results will be meaningful to the client |
| | 4.3 Recommend suitable activities to clients based on their interests and goals |
| 5. Be able to deliver a safe and effective gym-based induction to individuals and groups | 5.1 Describe how inductions benefit the safe and effective use of a gym-based exercise environment |
| | 5.2 Demonstrate the use of effective communication techniques to engage and instruct groups during exercise sessions |
| | 5.3 Demonstrate verbal screening techniques with groups to assess readiness for participation |
| | 5.4 Introduce the appropriate warm-up exercises to clients |
| | 5.5 Introduce a range of functional exercises using an instructing method appropriate to the exercise and clients |
| | 5.6 Introduce a range of cardiovascular machines using an instructing method appropriate to the exercise and clients |
| | 5.7 Introduce a range of fixed-resistance machines using an instructing method appropriate to the exercise and clients |
| | 5.8 Introduce clients to a range of free-weight exercises using an instructing method appropriate to the exercise and clients |
| | 5.9 Demonstrate safe lifting, passing and spotting of weights to clients |
| | 5.10 Introduce clients to a range of body-weight exercises using an instructing method appropriate to the exercise and clients |
| | 5.11 Introduce clients to appropriate cool-down exercises |
| | 5.12 Manage groups of clients using appropriate instructing and supervision |
| | 5.13 Observe client's exercise technique and accurately identify ways to improve their performance |
| | 5.14 Explain modifications and adaptations to progress and regress specific exercises |
| | 5.15 Explain the appropriate health and safety considerations and gym etiquette |
| | 5.16 Explain to clients how to monitor their own exercise intensity |
| | 5.17 Explain the relevant health-related benefits of exercise to clients |
| | 5.18 Check that clients understand how to continue their programme without direct supervision |
| 6. Be able to evaluate own practice | 6.1 Gather feedback from clients in order to review and evaluate own practice |
| | 6.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting client needs |
| | 6.3 Evaluate the effectiveness of own instructional and communication skills for meeting client needs |
| | 6.4 Identify ways to improve own instructional skills and communication |
| | 6.5 Identify ways to improve session content to continue to meet client needs |

| Range |
| --- |
| **1.** Know how to plan a safe and effective gym-based exercise session |
| **1.9 Component of fitness:**<br><br>• cardiovascular endurance<br>• muscular strength<br>• muscular endurance<br>• flexibility<br>• body composition. |

# Unit 06 Applied anatomy and physiology for exercise, health and fitness (F/615/4012)

| Assessment | | | |
|---|---|---|---|
| Internally assessed and externally quality assured portfolio of evidence | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 3** | **45 GLH** |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 1. Know the structure and function of the cardiovascular system in relation to health and fitness | 1.1 Describe the **structures** of the heart and their functions |
| | 1.2 List the order in which blood flows through the cardiovascular system |
| | 1.3 Explain the stages of progression in atherosclerosis |
| | 1.4 Describe the immediate blood pressure response to exercise, to include:<br>• Valsalva Manoeuvre. |
| | 1.5 Describe the effects of different forms of exercise training on blood pressure over time |
| | 1.6 Identify the blood pressure classifications and associated health risks |
| | 1.7 Describe the cardiovascular benefits and adaptations to **different forms of exercise** |
| 2. Know the structure and function of the skeletal system structure in relation to health and fitness | 2.1 Identify the anatomical planes of motion for different joint actions and exercises |
| | 2.2 Identify the joint actions and typical ranges of movement of the major joints of the body |
| | 2.3 Describe the benefits and risks of weight-bearing exercise for the bones and joints |
| | 2.4 Describe the common injury risks at each of the major joints and the movements that are likely to cause them |
| | 2.5 Explain common postural patterns, their associated muscle imbalances and the problems these can cause |
| | 2.6 Describe the relationship between the structure and function of the skeleton |
| 3. Know the structure and function of the myofascial system in relation to health and fitness | 3.1 Describe the structure and function of muscle fibres and their components |
| | 3.2 Describe the stages of the sliding filament theory |
| | 3.3 Describe the effects of exercise intensity and duration on muscle fibre recruitment and adaptation by the different muscle fibre types |
| | 3.4 Name the locations of the attachment sites for the major muscles of the body |
| | 3.5 Explain the isolated muscle actions responsible for producing specific body movements |
| | 3.6 Explain the roles of muscles in integrated movements of the body compared to their isolated muscle actions |
| | 3.7 Identify causative factors, symptoms and recovery strategies for delayed onset muscle soreness (DOMS) |
| | 3.8 Describe the structure and functions of the different types of connective tissue |
| 4. Know the structure and function of the nervous system in relation to health and fitness | 4.1 Describe the **components of the nervous system** |
| | 4.2 Describe the structure and function of a neuron |
| | 4.3 Describe the structure and function of a motor unit |
| | 4.4 State the 'all or nothing' law of muscle contraction and the size principle of motor unit recruitment |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| | 4.5 Explain the stages in the process of the stretch reflex and inverse stretch reflex |
| | 4.6 Describe the structure and function of muscle spindles |
| | 4.7 Describe the structure and function of Golgi tendon organs |
| | 4.8 Explain the definition and function of autogenic inhibition |
| | 4.9 Explain the definition and function of reciprocal inhibition |
| | 4.10 Explain the neuromuscular adaptations associated with different types of exercise and the benefits of these for performance |
| 5. Know the structure and function of the endocrine system in relation to health and fitness | 5.1 Describe the role of the endocrine system |
| | 5.2 Describe the location, structure and functions of the endocrine glands of the body |
| | 5.3 Describe the main functions of **hormones** in the body |
| | 5.4 Explain the lifestyle factors that affect endocrine health |
| 6. Understand the role of the energy systems in relation to physical activity, exercise and training | 6.1 Describe the energy substrates and by-products of each energy system |
| | 6.2 Explain the processes by which adenosine triphosphate (ATP) is re-synthesised in each energy system |
| | 6.3 Explain the relative contribution of each energy system to total energy expended in activities with **different characteristics** |
| 7. Know the structure and function of the digestive system in relation to health and fitness | 7.1 Describe the structure of each section of the gastrointestinal tract in relation to its functions |
| | 7.2 Describe the location and functions of each of the digestive organs |
| | 7.3 Explain the role of the digestive system in maintaining health |
| | 7.4 Explain the implications of different dietary practices for the digestive system |
| | 7.5 Explain the importance of physical activity for digestive system health |

| **Range** |
|---|
| **1.** Know the structure and function of the cardiovascular system in relation to health and fitness |
| **1.1 Structures** include:<br><br>• chambers<br>• valves<br>• blood vessels.<br><br>**1.7 Different forms of exercise** include:<br><br>• endurance training<br>• interval training<br>• resistance training<br>• relaxation training. |
| **4.** Know the structure and function of the nervous system in relation to health and fitness |
| **4.1 Components of the nervous system** to include:<br><br>• central nervous system<br>• peripheral nervous system<br>• somatic branch of the peripheral nervous system<br>• autonomic branch of the peripheral nervous system. |

| Range |
| --- |
| **5.** Know the structure and function of the endocrine system in relation to health and fitness |
| **5.3 Hormones** to include:<br><br>• growth hormone<br>• thyroid hormones<br>• corticosteroids<br>• catecholamines<br>• insulin<br>• glucagon. |
| **6.** Understand the role of the energy systems in relation to physical activity, exercise and training |
| **6.3 Different characteristics** to include:<br><br>• intensity<br>• duration<br>• type. |

# Unit 07 The principles of nutrition and their application to exercise and health (J/615/4013)

| Assessment | | | |
|---|---|---|---|
| Internally assessed and externally quality assured portfolio of evidence | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 3** | **44 GLH** |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 1. Understand how to access credible information about nutrition for exercise and health | 1.1 Interpret evidence-based nutritional guidelines from **credible sources** |
| | 1.2 Distinguish between credible evidence-based information and unscientific claims made in the media |
| 2. Know common nutritional terms related to exercise and health | 2.1 Define **common nutritional terms** |
| 3. Know the nutrients required to maintain health | 3.1 Describe the macronutrients and their functions |
| | 3.2 Evaluate good dietary sources of each macronutrient |
| | 3.3 Identify the transport, storage and metabolised forms of each macronutrient |
| | 3.4 Explain the glycaemic index rating system for foods containing carbohydrates and its importance for human health |
| | 3.5 Identify key micronutrients and their functions |
| | 3.6 Identify good dietary sources of key micronutrients |
| | 3.7 Evaluate the importance of phytonutrients to human health |
| | 3.8 Describe the functions of water in the body |
| 4. Know how nutrients from food are used to fuel and recover from physical activity | 4.1 Evaluate the functions of macronutrients, micronutrients and water in relation to exercise performance and recovery |
| | 4.2 Explain how training may affect an individual's nutritional requirements |
| | 4.3 Describe the nutrients used for generating energy |
| | 4.4 Analyse the relative contribution of each nutrient to total energy expenditure in activity of different intensities |
| | 4.5 Evaluate the role of each macronutrient in post-exercise recovery and relate this to post-exercise dietary guidelines |
| 5. Know how to estimate daily energy and nutrient requirements for clients with different goals | 5.1 Define **terms** related to weight management |
| | 5.2 Describe safe and effective guidelines for the rate of fat loss achievable through diet modification and exercise |
| | 5.3 Critically compare guidelines for the rate of muscle gain achievable through diet modification and exercise to analyse safety and effectiveness |
| | 5.4 Explain safe and effective guidelines for tailoring **nutrition** to optimise preparation and performance in endurance events |
| 6. Know the risks of poor nutritional and lifestyle practices | 6.1 Describe the signs, symptoms and risks of dehydration |
| | 6.2 Analyse the risks of diets that severely restrict energy intake |
| | 6.3 Analyse the risks of diets that contain high intakes of processed food products and lack variety in nutrient-dense sources |
| | 6.4 Evaluate the role of alcohol as a non-nutrient dietary source of energy |
| | 6.5 Evaluate the effects of caffeine on the body |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 7. Know the nutritional considerations for specific client groups | 7.1 Explain the importance of a balanced diet for pre and postnatal clients |
| | 7.2 List the sources of food which are important for pre and postnatal clients |
| | 7.3 List the foods which should be avoided during pregnancy and the reasons for these |
| | 7.4 Explain the importance of a balanced diet for older adults |
| | 7.5 List the sources of food which are important for older adults |
| | 7.6 Explain the relevant nutritional guidelines for specified **medical conditions** |
| | 7.7 Explain the professional boundaries for a personal trainer when providing nutritional information and advice |
| | 7.8 Identify when to refer or signpost a client to a qualified professional for nutritional and dietary support |
| 8. Be able to analyse clients' dietary habits and identify areas for improvement | 8.1 Use methods to collect nutritional information from clients with **different goals** |
| | 8.2 Use methods to analyse a client's nutritional information |
| | 8.3 Analyse a client's collected nutritional data to identify areas of improvement in line with current nutritional guidelines |
| | 8.4 Analyse a client's collected data to identify areas of improvement in line with their nutritional goals |

| **Range** |
|---|
| **1**. Understand how to access credible information about nutrition for exercise and health |
| **1.1 Credible sources** to include:<br><br>• national food guides<br>• professional dietetic bodies<br>• independent scientific bodies. |
| **2**. Know common nutritional terms related to exercise and health |
| **2.1 Common nutritional terms** to include:<br><br>• health<br>• diet<br>• wellness/wellbeing<br>• healthy eating<br>• balanced diet<br>• nutrition<br>• nutrient<br>• macronutrient<br>• micronutrient<br>• phytonutrient. |

| Range |
| --- |
| **5**. Know how to estimate daily energy and nutrient requirements for clients with different goals |
| **5.1 Terms** related to weight management to include:<br><br>• calorie<br>• energy balance<br>• negative energy balance<br>• positive energy balance<br>• basal metabolic rate (BMR)<br>• thermic effect of food (TEF)<br>• thermic effect of physical activity (TEPA)<br>• non-exercise activity thermogenesis (NEAT).<br><br>**5.4 Nutrition** to include:<br><br>• pre-event nutrition (for example, carbohydrate loading, fat loading)<br>• nutrition during the event<br>• post-event nutrition. |
| **7** Know the nutritional considerations for specific client groups |
| **7.6 Medical conditions** to include:<br><br>• hypertension<br>• obesity<br>• cardiac pulmonary disease<br>• diabetes<br>• stress. |
| **8.** Be able to analyse clients' dietary habits and identify areas for improvement |
| **8.1 Different goals** to include:<br><br>• fat loss<br>• muscle gain<br>• preparing for an endurance event<br>• preparing for a strength and power event. |

# Unit 08 Understanding lifestyle, health, wellbeing and common medical conditions (R/615/4015)

| Assessment | | | |
|---|---|---|---|
| Internally assessed and externally quality assured portfolio of evidence | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 3** | **30 GLH** |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 1. Understand how lifestyle factors affect a client's health and wellbeing | 1.1 Explain the biological, behavioural, psychological and social components of health and wellbeing |
| | 1.2 Describe the **lifestyle factors** that can affect an individual's health and wellbeing |
| | 1.3 Describe the factors that determine the success of a client when attempting to make a lifestyle behaviour change |
| 2. Understand commonly occurring medical conditions and how they may impact a client's lifestyle | 2.1 Identify the causes of **specified medical conditions** |
| | 2.2 Identify the progression of specified medical conditions |
| | 2.3 Identify the risk factors of specified medical conditions |
| | 2.4 Describe the clinical signs and symptoms of specified medical conditions |
| | 2.5 Describe the **risks and benefits of exercise** for specific medical conditions |
| | 2.6 Describe how specified medical conditions may **impact a client's lifestyle** |
| | 2.7 Describe considerations for exercise when dealing with comorbidities |
| 3. Understand how to risk-stratify and when to refer clients with common medical conditions | 3.3 Identify when clients may need to be signposted to other professionals |
| | 3.2 Describe how different conditions and pathophysiology are risk stratified, including contraindications for exercise |
| | 3.3 Identify when clients may need to be signposted to other professionals |
| | 3.4 Identify the reasons a client should be signposted to a medical or healthcare professional |
| | 3.5 Explain how signposting a client to other services can support lifestyle behaviour change |
| | 3.6 Explain when to refer or signpost a client to other professionals regarding **lifestyle behaviours** |
| | 3.7 Describe the professional boundaries for a personal trainer with regard to providing nutritional information and advice |
| | 3.8 Identify when to refer or signpost a client to a professional qualified to deal with specific nutritional and dietary requirements |

| **Range** |
|---|
| **1.** Understand how lifestyle factors affect a client's health and wellbeing |
| **1.2 Lifestyle factors** to include:<br><br>• dietary intake<br>• stress<br>• fatigue<br>• alcohol<br>• levels of physical activity. |

| **Range** |
| --- |
| **2.** Understand commonly occurring medical conditions and how they may impact a client's lifestyle |
| **2.1 Specified medical conditions** to include:<br><br>• hypertension<br>• obesity<br>• cardiorespiratory disease<br>• diabetes<br>• stress.<br><br>**2.5 Risks and benefits of exercise** to include:<br><br>• exercise guidelines, restrictions and contraindications<br>• nutritional guidelines.<br><br>**2.6 Impact a client's lifestyle** may include:<br><br>• dietary modifications<br>• exercise contraindications<br>• ability to partake in physical activity. |
| **3**. Understand how to risk-stratify and when to refer clients with common medical conditions |
| **3.6 Lifestyle behaviours** for example:<br><br>• smoking cessation<br>• alcohol addiction counselling<br>• dietitian<br>• counsellor. |

# Unit 09 Encouraging positive health and fitness behaviours in clients (Y/615/4016)

| Assessment | | | |
|---|---|---|---|
| Internally assessed and externally quality assured portfolio of evidence | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 3** | **53 GLH** |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 1. Understand the importance of communication skills to effectively communicate and engage with clients | 1.1 Describe the concept of client touch points within an organisation |
| | 1.2 Explain the importance of positive client experiences at every touch point |
| | 1.3 Outline the importance of effective communication skills for a personal trainer |
| | 1.4 Explain how to create a positive impression of self |
| | 1.5 Explain how you can get to know different clients |
| | 1.6 Describe ways to build rapport with different clients |
| | 1.7 Describe methods of initiating conversation with a client or customer |
| | 1.8 Explain how a personal trainer's communication skills can influence the quality of information offered by a client |
| | 1.9 Explain how a personal trainer's communication skills can influence a client's programme success |
| | 1.10 Explain how a personal trainer's communication style can influence a client's motivation and commitment to making lifestyle changes |
| | 1.11 Explain how non-verbal communication influences consultation and programme outcomes |
| | 1.12 Describe the types of action that clients will see as adding value to their experience |
| | 1.13 Describe the behaviours that will make a client feel special |
| 2. Understand techniques used to effectively communicate and engage with clients | 2.1 Describe the effective communication skills that can enhance a relationship between the personal trainer and their client |
| | 2.2 Explain the difference between open and closed questions |
| | 2.3 Describe the process of active listening |
| | 2.4 Describe how to use affirming statements |
| | 2.5 Describe how to use reflective statements effectively |
| | 2.6 Describe types of non-verbal communication |
| | 2.7 Explain how to adapt communication for a range of participant needs and types |
| 3. Understand techniques used to support clients making lifestyle behaviour changes | 3.1 Identify techniques that can be used to determine a client's level of readiness to make a lifestyle change |
| | 3.2 Describe how techniques can be used to determine a client's level of readiness to make a lifestyle change |
| | 3.3 Explain how a process of goal-setting, monitoring, reviewing and evaluating can be used to support clients when making lifestyle behaviour changes |
| | 3.4 Explain how social support will influence the success of a client when attempting to make a lifestyle behaviour change |
| | 3.5 Explain how providing client education can support lifestyle behaviour change |
| | 3.6 Explain how signposting a client to other services can support lifestyle behaviour change |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| | 3.7 Identify techniques that can be used to help a client change their lifestyle behaviour |
| | 3.8 Describe techniques that can be used to help a client change their lifestyle behaviour |
| 4. Understand how to create a positive environment that motivates and empowers clients to meet their desired goals | 4.1 Explain how to create a positive environment that motivates and empowers clients to achieve their desired goals |
| | 4.2 Explain how the environment can have an effect on adherence to a behaviour change programme |
| | 4.3 Describe the environmental factors that can have a positive effect on adherence and achievement of goals |
| 5. Know how to collect and interpret health-screening and fitness assessment data | 5.1 Identify a range of health-screening measurements that can be conducted to inform programme design |
| | 5.2 Describe established protocols for health-screening measurements |
| | 5.3 Interpret outcomes of health-screening measurements and risk-stratify clients |
| | 5.4 Identify a **range of fitness assessments** that can be performed to evaluate client ability |
| 6. Understand how technological advancements can help clients increase their activity levels and stay motivated and focused | 6.1 Describe major technological developments in health, fitness and exercise |
| | 6.2 Describe how IT applications are used to support, enhance and manage health and fitness assessments |
| | 6.3 Describe how data can be used to inform the implementation of specific client exercise programmes |
| | 6.4 Explain how **current technology** can help clients increase their activity levels |
| | 6.5 Explain how current technology can help clients stay motivated and focused to help them achieve their goals |
| | 6.6 Describe how professionals can use current technology to engage clients and support motivation and goal achievement |
| 7. Understand how to monitor and interpret client data from a range of current IT applications | 7.1 Describe how IT applications are used to support, enhance and manage the analysis of collected assessment data |
| | 7.2 Describe the process of gathering client data using a range of current IT applications |
| | 7.3 Identify methods of monitoring client data from a range of current IT applications |
| | 7.4 Explain how to interpret gathered client data from a range of current IT applications |
| 8. Be able to establish rapport and engage clients in conversation about their health and fitness | 8.1 Initiate conversation with a client and conduct an appropriate self-introduction |
| | 8.2 Demonstrate effective consultation/helping skills |
| | 8.3 Communicate with clients using a range of appropriate techniques |
| | 8.4 Communicate in a way that encourages and motivates clients |
| | 8.5 Use open-ended questions that encourage the client to speak at length |
| | 8.6 Use active listening to create rapport with a client |
| | 8.7 Use appropriate non-verbal communication to develop rapport with the client |
| | 8.8 Use simple and complex reflective statements to progress conversation |
| | 8.9 Focus conversation on topics that are relevant to the client's specific health and fitness aims |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 9. Be able to collect meaningful information about clients | 9.1 Use a validated health screening questionnaire to screen a client for medical conditions |
| | 9.2 Explain the process for signposting a client to a medical or healthcare professional if necessary |
| | 9.3 Implement a process of informed consent prior to collecting personal details from a client |
| | 9.4 Collect meaningful personal, physical activity, nutritional and lifestyle information from clients |
| | 9.5 Record the content of verbal discussions accurately |
| | 9.6 Use appropriate health screening measurements to collect meaningful data from clients |
| | 9.7 Use appropriate fitness assessments to collect meaningful data from clients |
| | 9.8 Conduct health screening measurements according to recognised protocols in order to collect meaningful data from clients |
| | 9.9 Conduct fitness assessments according to recognised protocols in order to collect meaningful data from clients |
| | 9.10 Use collected data to perform calculations and risk stratification |
| | 9.11 Select the information needed to inform programme content and structure |
| 10. Be able to assess clients' readiness to change behaviour | 10.1 Support the client to identify specific lifestyle behaviours that they have reason to change in order to achieve their health and fitness aims |
| | 10.2 Assess a client's level of readiness to change a specified lifestyle behaviour |
| | 10.3 Support clients to identify their personal barriers to making lifestyle changes |
| | 10.4 Use techniques to help clients identify ways of overcoming barriers to lifestyle change |
| 11. Be able to facilitate goal-setting and action planning | 11.1 Assess whether a client is ready to set physical activity and lifestyle goals |
| | 11.2 Explain the process of goal-setting and action planning to the client |
| | 11.3 Support a client to set SMART goals with short-, medium- and long-term time frames for each lifestyle behaviour relevant to their goal |
| | 11.4 Provide advice to a client on realistic and safe time frames for physiological adaptation |
| | 11.5 Support the client to identify and understand the importance of changing complementary lifestyle behaviours relevant to the client's goals |
| | 11.6 Raise the client's awareness of the need to change a specified lifestyle behaviour in relation to a stated goal |
| | 11.7 Support the client to identify the discrepancies between their current lifestyle behaviours and the behaviours required in order to achieve their stated goals |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 12. Be able to provide relevant information to clients | 12.1 Assess what information is relevant to the client |
| | 12.2 Provide credible information to the client |
| | 12.3 Signpost clients to relevant products and services that may increase their capability or opportunity to make lifestyle behaviour changes |
| | 12.4 Explain the benefits of making healthy lifestyle behaviour changes to clients |
| | 12.5 Reinforce the benefits of positive lifestyle behaviour changes that the client expresses an interest in making |
| | 12.6 Explain how to include everyday physical activities as part of a client's lifestyle to complement exercise sessions |
| 13. Be able to close sessions in a way that encourages ongoing client motivation and goal achievement | 13.1 Plan programme reviews with clients |
| | 13.2 Explain how repeating assessment measurements using consistent protocols enables progress to be determined |
| | 13.3 Explain the expected changes in measurements and assessments to clients |
| | 13.4 Explain the benefits of reviewing client progress against planned targets at agreed intervals |
| | 13.5 Agree a communication and support strategy between personal training sessions |
| 14. Be able to use IT applications in line with legislation and professional standards | 14.1 Use appropriate IT applications to manage the effectiveness of a client's exercise programme |
| | 14.2 Collect, record and analyse data, adhering to legal, ethical and professional standards |
| 15. Be able to evaluate and adapt own communication styles | 15.1 Interpret and evaluate own communication styles |
| | 15.2 Collect feedback from clients relating to own communication styles |
| | 15.3 Identify ways to adapt own communication styles for a range of client types |

| **Range** |
|---|
| **5.** Know how to collect and interpret health screening and fitness assessment data |
| **5.4 Range of fitness assessments** to include:<br><br>• cardiovascular fitness tests<br>• muscular fitness tests<br>• flexibility tests<br>• movement screening protocols. |
| **6.** Understand how technological advancements can help clients increase their activity levels and stay motivated and focused |
| **6.4 Current technology:**<br><br>• pedometers<br>• heart rate monitors<br>• mobile phone applications<br>• wearable technologies. |

# Unit 10 Programme design and delivery for personal training (H/615/4018)

| Assessment | | | |
|---|---|---|---|
| Internally assessed and externally quality assured portfolio of evidence | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 3** | **49 GLH** |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 1. Understand the principles of safe and effective personal training programme design | 1.1 Describe the current evidence-based frequency, intensity, time and type (FITT) guidelines for safe exercise programme design for healthy adults |
| | 1.2 Describe guidelines for programme design to minimise injury risk and optimise recovery between training sessions and enable physiological adaptation to occur |
| | 1.3 Describe a range of **training methods/techniques** that can be used to meet the needs of clients with a range of goals and ability levels |
| | 1.4 Explain how an exercise technique can be regressed, progressed or modified using a range of variables to ensure that it meets a client's needs and goals |
| | 1.5 Explain how to select exercises, training protocols, equipment and environments that meet a client's goals, ability level and preferences |
| | 1.6 Identify ways to observe and refine a client's technique and postural alignment to maximise movement efficiency and performance |
| 2. Understand the principles of periodisation and how they can be used effectively to meet client goals and needs | 2.1 Describe the principles of periodised programme design |
| | 2.2 Describe a range of periodised programme designs |
| | 2.3 Explain how to apply the principles of periodisation to programmes for **a range of goals and client needs** |
| 3. Know how to safely and effectively integrate the use of alternative environments into personal training sessions | 3.1 Describe the types of **alternative environments** that can be used for fitness training |
| | 3.2 Explain the benefits and disadvantages of each training location |
| | 3.3 Identify the legal and regulatory requirements for health and safety specific to outdoor fitness training |
| | 3.4 Identify possible hazards and risks in outdoor fitness training environments |
| | 3.5 Describe how to manage identified risks in outdoor fitness training environments |
| | 3.6 Describe how training systems can be used when designing an outdoor fitness programme |
| | 3.7 Identify a range of exercises suitable for outdoor fitness training |
| 4. Know the considerations for planning and delivering group personal training sessions | 4.1 Describe a range of group personal training methods |
| | 4.2 Explain the benefits and challenges of delivering group personal training sessions |
| | 4.3 Explain how to apply safe session structure to group sessions |
| | 4.4 Describe how to incorporate the use of a partner or group in personal training sessions |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 5. Understand the scope and professional boundaries of personal training pre and postnatal women | 5.1 Explain the value of physical activity for pre and postnatal clients |
| | 5.2 Describe exercise contraindications and safety considerations for pre and postnatal women |
| | 5.3 Describe appropriate types of activity for a pre or postnatal client |
| | 5.4 Identify any specific risks for a pre or postnatal client when participating in physical activity |
| | 5.5 Describe ways to manage the identified risks |
| 6. Understand the scope and professional boundaries of personal training older adults | 6.1 Explain the value of physical activity for older adults |
| | 6.2 Outline medical conditions commonly associated with old age |
| | 6.3 Describe exercise contraindications and safety considerations for older adults |
| | 6.4 Describe a range of safe and effective exercises/physical activities suitable for older adults |
| | 6.5 Identify any specific risks for the older adult |
| | 6.6 Describe ways to manage the identified risks |
| 7. Be able to design safe and effective personal training programmes and session plans | 7.1 Design exercise programmes that align with credible evidence-based guidelines for frequency, intensity, time and type |
| | 7.2 Design exercise programmes that take account of individual clients' needs and preferences |
| | 7.3 Design programmes that include exercises specific to client goals |
| | 7.4 Design programmes that include training techniques specific to the client's aims and appropriate for their ability level |
| | 7.5 Select exercise environments that align with client preferences and enable exercise to be performed safely |
| | 7.6 Design sessions and programmes that follow established guidelines for preparation and recovery to minimise injury risk, optimise adaptation and performance |
| | 7.7 Design progressive exercise programmes that apply the principles of periodisation |
| 8. Be able to provide a session introduction that prepares the client for exercise | 8.1 Assess client readiness to participate in the planned session |
| | 8.2 Explain the content and structure of the planned session in relation to the client's goals and ability |
| | 8.3 Encourage client questions and feedback to enable modification of the planned session |
| | 8.4 Outline health and safety information specific to the planned activities and session environment |
| 9. Be able to instruct safe and effective exercise technique | 9.1 Instruct the client to perform exercises with correct technique and postural alignment |
| | 9.2 Use appropriate verbal, visual and kinaesthetic cues to correct client exercise technique and improve movement quality |
| | 9.3 Provide feedback on correct exercise performance to build self-efficacy |
| | 9.4 Assess movement patterns and explain strategies to improve exercise technique |
| | 9.5 Provide modifications of exercise technique to enable safe and effective execution of the movement, as required |
| 10. Be able to monitor a client during exercise sessions | 10.1 Monitor exercise performance, intensity and client feedback |
| | 10.2 Adapt the level of exercise complexity and intensity in response to monitoring observations |
| | 10.3 Monitor the exercise environment to ensure client safety and comfort |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 11. Be able to provide motivation and encouragement | 11.1 Use appropriate motivational strategies with clients during sessions |
| | 11.2 Use techniques to increase client motivation to adhere to lifestyle changes between sessions |
| | 11.3 Support clients to adhere to planned lifestyle behaviour changes |
| 12 Be able to monitor client progress and adapt the programme accordingly | 12.1 Keep accurate records of session performance to enable progress to be tracked over time |
| | 12.2 Adapt planned session content and record changes made in response to client progress and feedback |
| | 12.3 Keep accurate records of changes made to the programme and sessions |
| 13. Be able to review client progress and satisfaction | 13.1 Review client performance and satisfaction at the end of sessions |
| | 13.2 Gather feedback on client satisfaction with the personal training programme and service |
| | 13.3 Request feedback on ways to improve own performance in delivering personal training sessions |

| **Range** |
|---|
| **1.** Understand the principles of safe and effective personal training programme design |
| **1.3 Training methods/techniques,** to include:<br><br>• muscular endurance techniques<br>• hypertrophy/strength techniques<br>• cardiovascular techniques<br>• functional techniques<br>• flexibility techniques. |
| **2.** Understand the principles of periodisation and how they can be used effectively to meet client goals and needs |
| **2.3 A range of goals and client needs,** to include:<br><br>• health-related clients<br>• general fitness clients<br>• fitness or sporting clients working towards an event<br>• hypertrophy or strength-related clients. |
| **3.** Know how to safely and effectively integrate the use of alternative environments into personal training sessions |
| **3.1 Alternative environments,** to include:<br><br>• outdoor environments<br>• indoor environments. |

# Unit 11 Professionalism and business acumen for personal trainers (D/615/4020)

| Assessment | | | |
|---|---|---|---|
| Internally assessed and externally quality assured portfolio of evidence | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 3** | **38 GLH** |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 1. Understand the legal and professional requirements for personal training | 1.1 Summarise the key principles of the Equality Act 2010 and how this relates to personal training |
| | 1.2 Describe the scope of practice of a personal trainer |
| | 1.3 Explain the importance of professionalism for a personal trainer |
| | 1.4 Explain the standards expected of a personal trainer |
| | 1.5 Evaluate the consequences of employers, employees and self-employed persons not following the legal and professional requirements |
| 2. Understand health and safety in the workplace | 2.1 Describe the responsibilities of an employer for health and safety in the workplace |
| | 2.2 Describe the responsibilities of an employee for health and safety in the workplace |
| | 2.3 Describe the responsibilities of the self-employed person for health and safety in the workplace |
| | 2.4 Explain the term 'duty of care' relating to the health and safety and welfare of:<br>• self<br>• other staff or professionals<br>• clients<br>• special population groups. |
| | 2.5 Evaluate the consequences of employers, employees and self-employed persons not following the legal requirements |
| 3. Understand the requirements of a self-employed individual | 3.1 Explain the **requirements for the self-employed** in the UK |
| | 3.2 Describe the insurance requirements for being a self-employed individual |
| | 3.3 Explain the demands of running a successful personal training business |
| 4. Understand the legal and professional requirements for the management of personal information and records | 4.1 Summarise the Data Protection Act to explain the legal requirements for the collection, usage, storage and disposal of personal information and records |
| | 4.2 Explain the importance of accurate and confidential record keeping |
| | 4.3 Explain the importance of maintaining standards when collecting, recording and using data from and on IT applications |
| | 4.4 Evaluate the consequences of employers, employees and self-employed persons not following the legal and professional requirements |
| 5. Understand marketing techniques and tactics | 5.1 Define the term 'marketing' |
| | 5.2 Explain the role of marketing a personal training business |
| | 5.3 Identify the factors that influence marketing decisions |
| | 5.4 Explain the components of a marketing mix |
| | 5.5 Evaluate the advantages and disadvantages of common marketing methods or techniques for a personal training business |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| | 5.6 Explain the purpose of a marketing plan and strategy for a personal training business |
| | 5.7 Evaluate different methods of market research |
| | 5.8 Explain how to conduct market research for a personal training business |
| | 5.9 Describe methods of analysing results and data from market research activities |
| | 5.10 Explain the importance of setting goals for marketing performance |
| | 5.11 Explain the importance of personal characteristics and interpersonal skills when marketing self and the personal training business |
| | 5.12 Identify ways to positively promote self and personal training business using a range of resources |
| | 5.13 Describe the potential damage of a negative digital profile |
| 6. Understand how to close a sale | 6.1 Explain the importance of building rapport and gaining commitment from prospective clients prior to closing a sale |
| | 6.2 Explain the importance of taking action to close a sale |
| | 6.3 Describe ways to gain commitment and close sales |
| 7. Understand how to set budgets and manage finances in a personal training business | 7.1 Describe the purpose of an annual budget |
| | 7.2 Explain the purpose of income and expenditure budgeting |
| | 7.3 Explain how to forecast cash flow |
| | 7.4 Define gross profit |
| | 7.5 Define net profit |
| | 7.6 Give examples of typical business costs included in a budget |
| | 7.7 Explain the difference between direct and indirect costs |
| | 7.8 Describe the purpose of a balance sheet and profit and loss account |
| | 7.9 Describe the purpose of key performance indicators (KPIs) |
| | 7.10 Describe how additional services or products will benefit clients |
| | 7.11 Describe how clients' use of additional services or products will benefit a personal training business |
| 8. Understand how to monitor and interpret business data from a range of current IT applications | 8.1 Describe the process of gathering business data using a range of current IT applications |
| | 8.2 Identify methods of monitoring business data from a range of current IT applications |
| | 8.3 Explain how to interpret gathered business data from a range of current IT applications |
| 9. Understand how IT applications are used to support effective business planning and delivery | 9.1 Identify current IT applications that are used to support effective business planning and delivery |
| | 9.2 Identify ways IT applications can be used to support effective business planning and delivery |
| | 9.3 Describe the risks and benefits of using IT applications to support effective business planning and delivery |
| | 9.4 Evaluate technologies that support effective business planning and delivery |

| **Learning outcomes (LOs)**<br>The learner will: | **Assessment criteria (AC)**<br>The learner can: |
|---|---|
| 10. Understand the professional and personal importance of continuing professional development (CPD) | 10.1 Explain the benefits of reflection and continuing professional development (CPD) |
| | 10.2 Explain how to reflect on own work and highlight ways of improving skills, knowledge and practice |
| | 10.3 Describe how to work with others to evaluate own skills, knowledge and practice |
| | 10.4 Explain how to plan own continuing professional development |
| | 10.5 Outline the importance of being able to plan, organise and manage own time effectively |
| | 10.6 Explain how to access sources of information required to fulfil continuing professional development |
| | 10.7 Explain how being an **effective communicator** can enhance the development of professional opportunities |
| 11. Be able to plan and strategise to develop a successful personal training business | 11.1 Produce business objectives and key performance indicators (KPIs) to measure the success of a personal training business |
| | 11.2 Identify strategies to retain existing and gain new clients in a personal training business |
| | 11.3 Identify contingency plans to allow adaptation of strategies to ensure development and sustainability in line with key performance indicators |
| | 11.4 Plan regular review points to monitor and evaluate the personal training business in line with KPIs and business objectives |
| | 11.5 Evaluate own strengths, weaknesses, opportunities and threats in relation to starting and running a personal training business |
| | 11.6 Develop a personal action plan to address own strengths, weaknesses, opportunities and threats |
| | 11.7 Develop relevant marketing strategies to engage and attract prospective clients |
| | 11.8 Identify additional services or products that may interest clients |
| | 11.9 Identify opportunities for offering clients additional services or products |

| **Range** |
|---|
| **3.** Understand the requirements of a self-employed individual |
| **3.1 Requirements for the self-employed** to include:<br><br>• registration<br>• keeping business records<br>• completing a self-assessment tax return<br>• paying income tax<br>• business expenses. |
| **10.** Understand the professional and personal importance of continuing professional development (CPD) |
| **10.7 Effective communicator** to include:<br><br>• verbal communication<br>• written communication. |

## NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

**Knowledge LOs**

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

**Competence/skills LOs**

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

# Section 3: support

## Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learning resources
- Qualification Factsheet.

## Other support materials

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.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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

# Appendix A: units

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

## Mandatory units

| Unit number | Regulated unit number | Unit title | Level | GLH |
|---|---|---|---|---|
| Unit 01 | A/616/7499 | Principles of anatomy, physiology and fitness | 2 | 30 |
| Unit 02 | K/616/7501 | Professionalism and customer care for fitness instructors | 2 | 30 |
| Unit 03 | M/616/7502 | Health and safety in the fitness environment | 2 | 20 |
| Unit 04 | A/616/7504 | Conducting client consultations to support positive behaviour change | 2 | 33 |
| Unit 05 | F/616/7505 | Planning and instructing gym-based exercise | 2 | 40 |
| Unit 06 | F/615/4012 | Applied anatomy and physiology for exercise, health and fitness | 3 | 45 |
| Unit 07 | J/615/4013 | The principles of nutrition and their application to exercise and health | 3 | 44 |
| Unit 08 | R/615/4015 | Understanding lifestyle, health, wellbeing and common medical conditions | 3 | 30 |
| Unit 09 | Y/615/4016 | Encouraging positive health and fitness behaviours in clients | 3 | 53 |
| Unit 10 | H/615/4018 | Programme design and delivery for personal training | 3 | 49 |
| Unit 11 | D/615/4020 | Professionalism and business acumen for personal trainers | 3 | 38 |

# Change history record

| Version | Publication date | Description of change |
|---|---|---|
| AIQ005056 | November 2017 | Document published |
| AIQ007212 | May 2026 | Updates made to assessment method; the units are assessed by an internally assessed and externally quality assured portfolio of evidence.<br><br>Minor wording updates have been made to assessment criteria (ACs) across all units to improve clarity and consistency. No changes to learning outcomes (LOs), unit structure or content requirements.<br><br>GLH has increased from 294 to 412 and TQT from 660 to 676. |
| v2.0 | November 2026 | Qualification title changed and template updated to new version. |