Mapping document

The aim of this document is to show centres how the old NCFE Level 3 Certificate in Personal Training (500/8526/8) maps to the new NCFE Active IQ Level 3 Diploma in Personal Training (603/3491/5).

This document is intended only as a guide, and it is the responsibility of centre delivery staff to determine whether learners have fully met the standards of both versions of the qualification through recognised principles of assessment.

Unit 01 Know how to support clients who take part in exercise and physical activity (M/600/9015)

This unit covers the knowledge an instructor needs to provide ongoing customer service and know how to support clients taking part in exercise and physical activity.

NCFE Level 3 Certificate in Personal Training (500/8526/8) AC	NCFE Active IQ Level 3 Diploma in Personal Training (603/3491/5) location
1.1 Explain why it's important to form effective working relationships with clients	Unit 02 LO3 AC 3.5
1.2 Explain why it's important to present oneself and the organisation positively to clients	Unit 04 LO1 AC 1.1 (partial coverage)
1.3 Describe how different communication skills can be used to assist clients with motivation	Unit 02 LO2 AC 2.3 (partial coverage)
1.4 Explain the importance of valuing equality and diversity when working with clients	Unit 06 LO2 AC 2.3
2.1 Identify the typical barriers to exercise/physical activity that clients experience	Unit 02 LO3 AC 3.1
2.2 Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence	Unit 02 LO3 AC 3.2 (partial coverage)
2.3 Describe different incentives and rewards that can strengthen clients' motivation and adherence	Unit 02 LO3 AC 3.2 (partial coverage)
2.4 Describe different strategies that can help clients overcome typical barriers to exercise/physical activity	Unit 03 LO6 AC 6.5 (partial coverage)
3.1 Explain why it is important for a client to take personal responsibility for their own fitness and motivation	Unit 02 LO4 AC 4.1

3.2 Describe how to assist clients to develop their own strategy for motivation and adherence	Unit 02 LO4 AC 4.2
3.3 Identify different behaviour change approaches/strategies to encourage adherence to exercise/physical activity	Unit 02 LO1 AC 1.6 (partial coverage)
3.4 Describe how to set short, medium and long-term SMART goals	Unit 02 LO4 AC 4.3
3.5 Describe how to review and revise short, medium and long-term SMART goals	Unit 02 LO4 AC 4.5 (partial coverage)
4.1 Explain the importance of client care both for the client and the organisation	No coverage
4.2 Explain why it is important to deal with clients' needs to their satisfaction	No coverage
4.3 Identify where to source relevant and appropriate information to meet clients' needs	No coverage
4.4 Explain the importance of dealing with any delay in meeting clients' needs timely and effectively	No coverage
4.5 Give examples of how to exceed customer expectations when appropriate	Unit 06 LO1 AC 1.1 (partial coverage)
4.6 Explain the importance of handling client complaints positively following an organisation's procedure	No coverage

Unit 02 Health, safety and welfare in a fitness environment (T/600/9016)

This unit covers the knowledge and understanding that instructors need to maintain health, safety and welfare in a fitness environment, including the safeguarding of children and vulnerable adults.

NCFE Level 3 Certificate in Personal Training (500/8526/8) AC	NCFE Active IQ Level 3 Diploma in Personal Training (603/3491/5) location
1.1 Identify the types of emergencies that may occur in a fitness environment	Unit 03 LO5 AC 5.2 (partial coverage)
1.2 Describe the roles that different staff and external services play during an emergency	No coverage
1.3 Explain the importance of following emergency procedures calmly and correctly	Unit 03 LO5 AC 5.2 (partial coverage)
1.4 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people	No coverage
2.1 Outline why health and safety is important in a fitness environment	Unit 06 LO2 AC 2.1 (partial coverage)
2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment	Unit 06 LO2 AC 2.1 (partial coverage)
2.3 Describe Duty of Care and professional role boundaries in relation to special population groups	Unit 04 LO1 AC 1.3 (partial coverage)
2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation	Unit 06 LO2 AC 2.1
2.5 Describe the types of security procedures that may apply in a fitness environment	No coverage
2.6 Describe the key health and safety documents that are relevant in a fitness environment	Unit 03 LO5 AC 5.2 (partial coverage)

3.1 Identify possible hazards in a fitness environment, relating to: • facilities • equipment • working practices, including lifting and handling of equipment • client behaviour • security • hygiene	Unit 03 LO5 AC 5.1, 5.2, 5.3
3.2 Describe how to risk assess the types of possible hazards in a fitness environment	Unit 03 LO5 AC 5.2 (partial coverage)
3.3 Describe how to control risks associated with hazards in a fitness environment	Unit 03 LO5 AC 5.2 (partial coverage)
3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally	No coverage
4.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults	Unit 06 LO2 AC 2.2 (partial coverage)
4.2 Describe the responsibilities and limitations of a fitness instructor in regard to safeguarding children and vulnerable adults	Unit 06 LO2 AC 2.2 (partial coverage)
4.3 Identify the types of abuse which an instructor may encounter: physical, emotional, neglect, bullying and sexual	No coverage
4.4 Identify possible signs of abuse: physical, emotional, neglect, bullying and sexual	No coverage
4.5 Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures	Unit 06 LO2 AC 2.1 (partial coverage)
4.6 Describe the procedures to follow to protect oneself from accusations of abuse	No coverage
4.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults	Unit 06 LO2 AC 2.1 (partial coverage)
4.8 Explain when it may be necessary to contact statutory agencies	No coverage

4.9 Describe how to maintain the confidentiality of information relating to possible abuse	No coverage

Unit 03 Principles of exercise, fitness and health (A/600/9017)

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This unit covers the knowledge an instructor needs to programme safe and effective exercise for a range of clients, know the health benefits of physical activity and know the importance of healthy eating.

NCFE Level 3 Certificate in Personal Training (500/8526/8) AC	NCFE Active IQ Level 3 Diploma in Personal Training (603/3491/5) location
1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training	Unit 01 LO4 AC 4.5 (partial coverage)
1.2 Identify the short and long-term effects of exercise on blood pressure	Unit 01 LO4 AC 4.5 (partial coverage)
1.3 Describe the 'blood pooling' effect following exercise	Unit 01 LO4 AC 4.5 (partial coverage)
1.4 Describe the effects of exercise on bones and joints, including the significance of weight-bearing exercise	Unit 01 LO2 AC 2.7 (partial coverage)
1.5 Describe delayed onset of muscle soreness (DOMS)	Unit 01 LO3 AC 3.8 (partial coverage)
1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness	No coverage
1.7 Describe the short and long-term effects of different types of exercise on muscle	Unit 01 LO3 AC 3.3
1.8 Describe different exercises that can improve posture	Unit 01 LO7 AC 7.3 (partial coverage)
2.1 Define the components of health- related fitness	Unit 03 LO3 AC 3.3
2.2 Define the components of skill-related fitness	No coverage
2.3 Identify the factors that affect health and skill-related fitness	No coverage

3.1 Describe the physiological implications of: • specificity • progressive overload • reversibility • adaptability • individuality • recovery time	Unit 03 LO3 AC 3.2 (partial coverage)
3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type)	No coverage
3.3 Explain the principles of a progressive training programme in developing components of fitness	Unit 03 LO3 AC 3.4 (partial coverage)
3.4 Explain how to recognise when and how to regress a training programme	Unit 03 LO3 AC 3.6 (partial coverage)
3.5 Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type)	No coverage
3.6 Describe the effect of speed on posture, alignment and intensity	Unit 03 LO3 AC 3.3 (partial coverage)
3.7 Describe the effect of levers, gravity and resistance on exercise	Unit 01 LO6 AC 6.1 (partial coverage)
3.8 Describe the differences between programming exercise for physical fitness and for health benefits	No coverage
4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus)	No coverage
4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients	No coverage
4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16)	No coverage

4.4 Describe the key safety considerations for working with disabled people	No coverage
5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity, including: • the talk test • Rate of Perceived Exertion (RPE) • heart rate monitoring and the use of different heart rate zones	No coverage
6.1 Describe the health benefits of physical activity	Unit 02 LO1 AC 1.1, 1.2
6.2 Describe the effect of physical activity on the causes of certain diseases, including: • coronary heart disease • some cancers • type 2 diabetes • hypertension • obesity • osteoporosis	No coverage
7.1 Describe the national food model/guide	Unit 05 LO1 AC 1.6
7.2 Describe key healthy eating advice that underpins a healthy diet	Unit 05 LO1 AC 1.6 (partial coverage)
7.3 Explain the importance of adequate hydration	Unit 05 LO1 AC 1.3 **Suggested assessment: NCFE Nutrition Assessment Workbook**
7.4 Explain professional role boundaries in relation to offering nutritional advice	Unit 05 LO2 AC 2.1 **Suggested assessment: NCFE Nutrition Assessment Workbook**
7.5 Explain the dietary role of the key nutrients	Unit 05 LO1 AC 1.2 (partial coverage)
7.6 Identify the common dietary sources of the key nutrients	Unit 05 LO1 AC 1.2 (partial coverage)

7.7 Describe the energy balance equation	No coverage
7.8 Explain the health risks of poor nutrition	Unit 05 LO1 AC 1.1 (partial coverage)

Unit 04 Anatomy and physiology for exercise and health (A/600/9051)

This unit covers the knowledge an instructor needs about anatomy and physiology relating to exercise programming for a range of clients.

NCFE Level 3 Certificate in Personal Training (500/8526/8) AC	**NCFE Active IQ Level 3 Diploma in Personal Training (603/3491/5) location**
1.1 Explain the function of the heart valves	Unit 01 LO4 AC 4.1 **Suggested assessment: NCFE Anatomy & Physiology Assessment Workbook**
1.2 Describe coronary circulation	No coverage
1.3 Explain the effect of disease processes on the structure and function of blood vessels	No coverage
1.4 Explain the short and long-term effects of exercise on blood pressure, including the valsalva effect	No coverage
1.5 Explain the cardiovascular benefits and risks of endurance/aerobic training	Unit 01 LO4 AC 4.5 **Suggested assessment: NCFE Anatomy & Physiology Assessment Workbook**
1.6 Define blood pressure classifications and associated health risks	No coverage

2.5 Name, locate and explain the function of skeletal muscle involved in physical activity	Unit 01 LO3 AC 3.1
2.6 Identify the anatomical axes and planes with regard to joint actions and different exercises	Unit 01 LO2 AC 2.3, 2.4 & 2.5 **Suggested assessment: NCFE Anatomy & Physiology Assessment Workbook**
2.7 Explain the joint actions brought about by specific muscle group contractions	Unit 01 LO2
2.8 Describe joints/joint structure with regard to range of motion/movement and injury risk	Unit 01 LO2 AC 2.8 **Suggested assessment: NCFE Anatomy & Physiology Assessment Workbook**
2.9 Describe joint movement potential and joint actions	Unit 01 LO2 AC 2.1 **Suggested assessment: NCFE Anatomy & Physiology Assessment Workbook**
2.10 Describe the structure of the pelvic girdle and associated muscles and ligaments	Unit 01 LO3 AC 3.4 (partial coverage)
3.1 Describe the structure and function of the stabilising ligaments and muscles of the spine	Unit 01 LO1 AC 1.4
3.2 Describe local muscle changes that can take place due to insufficient stabilisation	Unit 01 LO7 AC 7.6 **Suggested assessment: NCFE Anatomy & Physiology Assessment Workbook**
3.3 Explain the potential effects of abdominal adiposity and poor posture on movement efficiency	Unit 01 LO7 AC 7.4 (partial coverage)
3.4 Explain the potential problems that can occur as a result of postural deviations	Unit 01 LO7 AC 7.4 **Suggested assessment: NCFE Anatomy & Physiology Assessment Workbook**

3.5 Explain the impact of core stabilisation exercise and the potential for injury/aggravation of problems	Unit 01 LO7 AC 7.5 **Suggested assessment: NCFE Anatomy & Physiology Assessment Workbook**
3.6 Explain the benefits, risks and applications of the following types of stretching: • static (passive and active) • dynamic Proprioceptive Neuromuscular Facilitation	No coverage
4.1 Describe the specific roles of: • the central nervous system (CNS) the peripheral nervous system (PNS), including somatic and autonomic systems	Unit 01 LO4 AC 4.3 **Suggested assessment: NCFE Anatomy & Physiology Assessment Workbook**
4.2 Describe nervous control and transmission of a nervous impulse	Unit 01 LO4 AC 4.3 **Suggested assessment: NCFE Anatomy & Physiology Assessment Workbook**
4.3 Describe the structure and function of a neuron	No coverage
4.4 Explain the role of a motor unit	Unit 01 LO4 AC 4.3 **Suggested assessment: NCFE Anatomy & Physiology Assessment Workbook**
4.5 Explain the process of motor unit recruitment and the significance of a motor unit's size and number of muscle fibres	Unit 01 LO3 AC 4.3
4.6 Explain the function of muscle proprioceptors and the stretch reflex	Unit 01 LO4 AC 4.3 **Suggested assessment: NCFE Anatomy & Physiology Assessment Workbook**
4.7 Explain reciprocal inhibition and its relevance to exercise	No coverage

4.8 Explain the neuromuscular adaptations associated with exercise/training	Unit 01 LO4 AC 4.3
4.9 Explain the benefits of improved neuromuscular coordination/efficiency to exercise performance	No coverage
5.1 Describe the functions of the endocrine system	Unit 01 LO4 AC 4.4 **Suggested assessment NCFE Anatomy and Physiology Assessment Workbook**
5.2 Identify the major glands in the endocrine system	Unit 01 LO4 AC 4.4 **Suggested assessment NCFE Anatomy and Physiology Assessment Workbook**
5.3 Explain the function of hormones, including: • growth hormone • thyroid hormones • corticosteroids • catecholamines • insulin • glucagon	Unit 01 LO4 AC 4.4
6.1 Identify the contribution of energy according to: • duration of exercise/activity being performed • type of exercise/activity being performed • intensity of exercise/activity being performed • intensity of exercise/activity being performed	Unit 01 LO5 AC 5.3 **Suggested assessment: NCFE Anatomy & Physiology Assessment Workbook**
6.2 Identify the by-products of the three energy systems and their significance in muscle fatigue	Unit 01 LO5 AC 5.1
6.3 Describe the effect of endurance training/advanced training methods on the use of fuel for exercise	Unit 01 LO5 AC 5.3 **Suggested assessment: NCFE Anatomy & Physiology Assessment Workbook**

Unit 05 Programming personal training with clients (F/600/9052)

This unit covers the knowledge and skills a learner needs to design, manage and adapt a personal training programme with apparently healthy adults of all ages. This may include young people in the 14-16 age range, provided they are part of a larger adult group. The unit also covers working with individual older adults, ante and postnatal clients and disabled clients, provided the relevant contraindications and key safety guidelines are observed.

This unit, however, doesn't cover running specialist classes for young people, older adults, ante and postnatal and disabled clients. Specialist units are available for these types of classes.

NCFE Level 3 Certificate in Personal Training (500/8526/8) AC	NCFE Active IQ Level 3 Diploma in Personal Training (603/3491/5) location
1.1 Describe the range of resources required to deliver a personal training programme, including: • environment for the session • portable equipment • fixed equipment	Unit 03 LO5 AC 5.1 (partial coverage) Unit 03 LO8 AC 8.4 (partial coverage)
1.2 Explain how to work in environments that are not specifically designed for exercise/physical activity	Unit 03 LO5 AC 5.1 (partial coverage)
2.1 Explain why it is important for clients to understand the advantages of personal training	Unit 02 LO4 AC 4.1 (partial coverage)
2.2 Explain why it is important for a Personal Trainer to work together with clients to agree goals, objectives, programmes and adaptations	Unit 02 LO4 AC 4.3
2.3 Explain the importance of long-term behaviour change in developing client fitness	No coverage
2.4 Explain how to ensure clients commit themselves to long-term change	Unit 02 LO4 AC 4.2 (partial coverage)
3.1 Explain the principles of informed consent	Unit 03 LO2 AC 2.1
3.2 Explain why informed consent should be obtained before collecting information for a personal training programme	Unit 03 LO2 AC 2.1
3.3 Summarise the client information that should be collected when designing a personal training programme to include: • personal goals • lifestyle • medical history • physical activity history • physical activity likes and dislikes • motivation and barriers to participation	Unit 03 LO1 AC 1.2, 1.3 (partial coverage) Unit 03 LO2 AC 2.2 (partial coverage)

• current fitness level • stage of readiness • posture and alignment • functional ability	
• 3.4 Explain how to select the most appropriate methods of collecting client information according to client need	No coverage
• 3.5 Explain the legal and ethical implications of collecting client information, including confidentiality	No coverage
• 4.1 Explain how to interpret information collected from the client in order to identify client needs and goals	No coverage
• 4.2 Explain how to analyse client responses to the Physical Activity Readiness Questionnaire (PAR-Q)	Unit 03 LO1 AC 1.3 (partial coverage)
• 4.3 Describe the types of medical conditions that will prevent Personal Trainers from working with a client unless they have specialist training and qualifications	No coverage
• 4.4 Explain how and when Personal Trainers should refer clients to another professional	Unit 03 LO1 AC 1.5
5.1 Explain how to identify clients' short, medium and long-term goals to include: • general health and fitness • physiological • psychological • lifestyle • social • functional ability	Unit 02 LO4 AC 4.3
5.2 Identify when Personal Trainers should involve others, apart from their clients, in goal setting	Unit 03 LO1 AC 1.5 (partial coverage)
5.3 Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a personal training programme	Unit 02 LO4 AC 4.3
6.1 Identify credible sources of guidelines on programme design and safe exercise	Unit 03 LO1 AC 1.6 (partial coverage)
6.2 Summarise the key principles of designing programmes to achieve short-, medium- and longterm goals, including the order and structure of sessions	Unit 02 LO4 AC 4.3 (partial coverage) Unit 03 LO8 AC 8.5 (partial coverage)
6.3 Describe a range of safe and effective exercises/physical activities to develop: • cardiovascular fitness • muscular fitness • flexibility • motor skills • core stability	Unit 03 LO4 AC 4.1 (partial coverage)

6.4 Explain how to include physical activities as part of the client's lifestyle to complement exercise sessions	Unit 02 LO3 AC 3.2 (partial coverage)
6.5 Explain how to design programmes that can be run in environments not designed specifically for exercise	No coverage
7.1 Explain how the principles of training can be used to adapt the programme where: • goals are not being achieved • new goals have been identified	Unit 03 LO3 AC 3.2, 3.3 (partial coverage)
7.2 Describe the different training systems and their use in providing variety and in ensuring programmes remain effective	Unit 03 LO4 AC 4.1
7.3 Explain why it is important to keep accurate records of changes and the reasons for change	Unit 04 LO2 AC 2.6
8.1 Establish a rapport with the client	Unit 04 LO2 AC 2.8 (partial coverage)
8.2 Explain own role and responsibilities to clients	Unit 03 LO1 AC 1.5
8.3 Collect the information needed to plan a programme using appropriate methods, to include physical/fitness assessments	Unit 03 LO1 AC 1.3 Unit 03 LO2 AC 2.3, 2.3
8.4 Show sensitivity and empathy to clients and the information they provide	Unit 03 LO7 AC 7.6 (partial coverage)
8.5 Record the information using appropriate formats in a way that will aid analysis	Unit 03 LO7 AC 7.5 (partial coverage)
8.6 Treat confidential information correctly	No coverage
9.1 Work with clients to agree short-, medium- and long-term goals appropriate to their needs	Unit 02 LO4 AC4.3
9.2 Ensure the goals are: • specific, measurable, achievable, realistic and time bound • consistent with industry good practice	Unit 03 LO7 AC 7.7
10.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are: • appropriate to clients' goals and level of fitness consistent with accepted good practice	Unit 03 LO3 AC 3.1 Unit 03 LO7 AC 7.7
10.2 Ensure the components of fitness are built into the programme	Unit 03 LO3 AC 3.3 Unit 03 LO4 AC 4.1
10.3 Apply the principles of training to help clients to achieve short, medium and long-term goals	Unit 03 LO 3 AC 3.2, 3.3 Unit 03 LO7 AC 7.7 Unit 03 LO8 AC 8.5
10.4 Agree the demands of the programme with clients	No coverage
10.5 Agree a timetable of sessions with clients	Unit 02 LO4 AC 4.2

10.8 Record plans in a format that will help clients and others involved to implement the programme	No coverage
10.9 Agree how to maintain contact with the client between sessions	Unit 04 LO4 AC 4.4
11.1 Monitor effective integration of all programme exercises/physical activities and sessions	No coverage
11.2 Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned	No coverage
11.3 Monitor clients' progress using appropriate methods	Unit 04 LO4 AC 4.2
12.1 Explain the purpose of review to clients	No coverage
12.2 Review short, medium and long- term goals with clients at agreed points in the programme, taking into account any changes in circumstances	Unit 04 LO4 AC 4.3
12.3 Encourage clients to give their own views on progress	Unit 04 LO4 AC 4.3
12.4 Use suitable methods of evaluation that will help to review client progress against goals and initial baseline data	Unit 04 LO4 AC 4.2, 4.3
12.5 Give feedback to clients during their review that is likely to strengthen their motivation and adherence	Unit 03 LO6 AC 6.4
12.6 Agree review outcomes with clients	Unit 04 LO4 AC 4.2, 4.3
12.7 Keep an accurate record of reviews and their outcome	Unit 4 LO2 AC 2.6 (partial coverage)
13.1 Identify goals and exercises/physical activities that need to be redefined or adapted	Unit 04 LO4 AC 4.1, 4.2
13.2 Agree adaptations, progressions or regressions to meet clients' needs to optimise achievement	Unit 04 LO4 AC 4.2, 4.3
13.3 Identify and agree any changes to resources and environments with the client	No coverage
13.4 Introduce adaptations in a way that is appropriate to clients and their needs	No coverage
13.5 Record changes to programme plans to take account of adaptations	Unit 04 LO2 AC 2.6
13.6 Monitor the effectiveness of adaptations and update the programme as necessary	No coverage

Unit 06 Delivering personal training sessions (J/600/9053)

This unit covers the skills and knowledge a Personal Trainer needs to deliver exercise and physical activity as part of a programme for apparently healthy adults of all ages. This may include young people in the 14-16 age range, provided they are part of a larger adult group. The unit also covers working with individual older adults, ante and postnatal clients and disabled clients, provided the relevant contraindications and key safety guidelines are observed.

This unit, however, does not cover running specialist whole classes for young people, older adults, ante and postnatal and disabled clients. Specialist units are available for these types of classes.

NCFE Level 3 Certificate in Personal Training (500/8526/8) AC	NCFE Active IQ Level 3 Diploma in Personal Training (603/3491/5) location
1.1 Explain the importance of non-verbal communication when instructing clients	Unit 02 LO2 AC 2.3 Unit 04 LO2 AC 2.8
1.2 Describe how to adapt communication to meet clients' needs	No coverage Unit 02 LO2 AC 2.3
1.3 Evaluate different methods of maintaining clients' motivation, especially when clients are finding exercises difficult	No coverage
1.4 Explain the importance of correcting client technique	No coverage
2.1 Explain why it is important to monitor individual progress, especially if more than one client is involved in the session	No coverage
2.2 Describe different methods of monitoring clients' progress during exercise	No coverage
2.3 Explain when it may be necessary to adapt planned exercises to meet clients' needs	Unit 03 LO3 AC 3.6
2.4 Explain how to adapt exercise/exercise positions as appropriate to individual clients and conditions	Unit 03 LO8 AC 8.3 (partial coverage)
2.5 Explain how to modify the intensity of exercise according to the needs and response of the client	Unit 03 LO4 AC 4.2 (partial coverage) Unit 03 LO8 AC 8.3 (partial coverage)
3.1 Explain why Personal Trainers should give clients feedback on their performance during a session	Unit 02 LO4 AC 4.4
3.2 Explain why clients should be given the opportunity to ask questions, provide feedback and discuss their performance	Unit 02 LO4 AC 4.4

3.3 Explain how to give clients feedback on their performance in a way that is accurate but maintains client motivation and commitment	No coverage
3.4 Explain why clients need to see their progress against objectives in terms of their overall goals and programme	No coverage
3.5 Explain why clients need information about future exercise and physical activity, both supervised and unsupervised	No coverage
4.1 Plan a range of exercises/physical activities to help clients achieve their objectives and goals, covering: • cardiovascular fitness • muscular fitness • flexibility • motor skills • core stability	Unit 03 LO3 AC 3.3 (partial coverage)
4.2 Identify, obtain and prepare the resources needed for planned exercises/physical activities, improvising safely where necessary	Unit 03 LO8 AC 8.4 (partial coverage)
5.1 Help clients feel at ease in the exercise environment	Unit 04 LO2 AC 2.8
5.2 Explain the planned objectives and exercises/physical activities to clients	Unit 04 LO2 AC 2.2, 2.3
5.3 Explain to clients how objectives and exercises/physical activities support their goals	Unit 04 LO2 AC 2.3
5.4 Explain the physical and technical demands of the planned exercises/physical activities to clients	No coverage
5.5 Explain to clients how planned exercise/physical activity can be progressed or regressed to meet their goals	Unit 02 LO4 AC 4.4 (partial coverage)
5.6 Assess clients' state of readiness and motivation to take part in the planned exercises/physical activities	Unit 02 LO1 AC 1.5 (partial coverage)
5.7 Negotiate and agree with clients any changes to the planned exercises/physical activities that: • meet their goals and preferences • enable them to maintain progress	Unit 02 LO4 AC 4.5
5.8 Record changes to clients' plans	Unit 04 LO2 AC 2.6
6.1 Use motivational styles that: • are appropriate to the clients • are consistent with accepted good practice	Unit 02 LO1 AC 1.4

6.2 Explain the purpose and value of a warm-up to clients	No coverage
6.3 Provide warm-ups appropriate to the clients, planned exercise and the environment	Unit 03 LO8 AC 8.6
6.4 Make best use of the environment in which clients are exercising	No coverage
6.5 Provide instructions, explanations and demonstrations that are technically correct, safe and effective	No coverage
6.6 Adapt verbal and non-verbal communication methods to make sure clients understand what is required	Unit 02 LO2 AC 2.3
6.7 Ensure clients can carry out the exercises safely on their own	No coverage
6.8 Analyse clients' performance, providing positive reinforcement throughout	Unit 03 LO3 AC 3.2 (partial coverage)
6.9 Correct techniques at appropriate points	Unit 03 LO3 AC 3.2 (partial coverage)
6.10 Progress or regress exercises according to clients' performance	Unit 03 LO3 AC 3.2
7.1 Allow sufficient time for the closing phase of the session	No coverage
7.2 Explain the purpose and value of cool-down activities to clients	No coverage
7.3 Select cool-down activities according to the type and intensity of physical exercise and client needs and condition	Unit 03 LO8 AC 8.6
7.4 Provide clients with feedback and positive reinforcement	Unit 02 LO4 AC 4.4 (partial coverage)
7.5 Explain to clients how their progress links to their goals	Unit 02 LO4 AC 4.4, 4.5 (partial coverage)
7.6 Leave the environment in a condition suitable for future use	No coverage
8.1 Review the outcomes of working with clients, including their feedback	No coverage
8.2 Identify: • how well the sessions met clients' goals • how effective and motivational the relationship with the client was • how well the instructing styles matched clients' needs	No coverage
8.3 Identify how to improve personal practice	Unit 04 LO1 AC 1.7 (partial coverage)
8.4 Explain the value of reflective practice	No coverage

Unit 07 Applying the Principles of Nutrition to a Physical Activity Programme (L/600/9054)

This unit covers the learner's ability to apply the principles of nutrition to support client goals as part of an exercise and physical activity programme.

NCFE Level 3 Certificate in Personal Training (500/8526/8) AC	NCFE Active IQ Level 3 Diploma in Personal Training (603/3491/5) location
1.1 Describe the structure and function of the digestive system	No coverage
1.2 Explain the meaning of key nutritional terms, including: • diet • healthy eating • nutrition • balanced diet	No coverage
1.3 Describe the function and metabolism of: • macro nutrients • micro nutrients	Unit 05 LO1 AC 1.3 **Suggested assessment: NCFE Nutrition Assessment Workbook**
1.4 Explain the main food groups and the nutrients they contribute to the diet	Unit 05 LO1 AC 1.2 **Suggested assessment: NCFE Nutrition Assessment Workbook**
1.5 Identify the calorific value of nutrients	No coverage
1.6 Explain the common terminology used in nutrition, including: • UK dietary reference values (DRV) • recommended daily allowance (RDA) • recommended daily intake (RDI) • glycemic index	No coverage
1.7 Interpret food labelling information	No coverage
1.8 Explain the significance of healthy food preparation	No coverage
1.9 Explain the relationship between nutrition, physical activity, body composition and health, including: • links to disease/disease risk factors • cholesterol • types of fat in the diet	No coverage
2.1 Identify the range of professionals and professional bodies involved in the area of nutrition	No coverage
2.2 Explain key healthy eating advice that underpins a healthy diet	Unit 05 LO1 AC 1.6 **Suggested assessment: NCFE Nutrition Assessment Workbook**
2.3 Describe the nutritional principles and key features of the national food model/guide	No coverage

2.4 Define portion sizes in the context of the national food model/guide	No coverage
2.5 Explain how to access reliable sources of nutritional information	Unit 05 LO3 AC 3.5 (partial coverage)
2.6 Distinguish between evidence-based knowledge versus the unsubstantiated marketing claims of suppliers	No coverage
3.1 Explain professional role boundaries with regard to offering nutritional advice to clients	Unit 05 LO2 AC 2.1 **Suggested assessment: NCFE Nutrition Assessment Workbook**
3.2 Explain the importance of communicating health risks associated with weight loss fads and popular diets to clients	Unit 05 LO2 AC 2.2 **Suggested assessment: NCFE Nutrition Assessment Workbook**
3.3 Evaluate the potential health and performance implications of severe energy restriction, weight loss and weight gain	Unit 05 LO2 AC 2.3 **Suggested assessment: NCFE Nutrition Assessment Workbook**
3.4 Identify clients at risk of nutritional deficiencies	Unit 05 LO2 AC 2.4 **Suggested assessment: NCFE Nutrition Assessment Workbook**
3.5 Explain how cultural and religious dietary practices can influence nutritional advice	Unit 05 LO2 AC 2.5 **Suggested assessment: NCFE Nutrition Assessment Workbook**
3.6 Describe safety, effectiveness and contraindications relating to protein and vitamin supplementation	Unit 05 LO2 AC 2.6 **Suggested assessment: NCFE Nutrition Assessment Workbook**
3.7 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a registered dietician	Unit 05 LO2 AC 2.7 **Suggested assessment: NCFE Nutrition Assessment Workbook**
4.1 Define the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic energy production	No coverage
4.2 Explain the components of energy expenditure and the energy balance equation	No coverage
4.3 Explain how to calculate an estimate of Basal Metabolic Rate (BMR)	Unit 05 LO3 AC 3.2
4.4 Explain how to estimate energy requirements based on physical activity levels and other relevant factors	No coverage
4.5 Identify energy expenditure for different physical activities	No coverage
4.6 Evaluate the nutritional requirements and hydration needs of clients engaged in physical activity	Unit 05 LO1 AC 1.3

5.1 Explain why it is important to obtain clients' informed consent before collecting nutritional information	Unit 03 LO2 AC 2.1 (partial coverage)
5.2 Describe the information that needs to be collected to offer nutritional advice to clients	Unit 03 LO2 AC 2.2 (partial coverage) Unit 05 LO3 AC 3.1 (partial coverage)
5.3 Explain the legal and ethical implications of collecting nutritional information	No coverage
5.4 Describe different formats for recording nutritional information	No coverage
5.5 Explain why confidentiality is important when collecting nutritional information	Unit 04 LO2 AC 2.7 (partial coverage) Unit 06 LO4 AC 4.3 (partial coverage)
5.6 Describe issues that may be sensitive when collecting nutritional information	No coverage
5.7 Explain different methods that can be used to measure body composition and health risk in relation to weight	No coverage
6.1 Describe basic dietary assessment methods	Unit 05 LO3 AC 3.1 (partial coverage)
6.2 Explain how to analyse and interpret collected information so that clients' needs and nutritional goals can be identified with reference to the national food model/guide recommendations	Unit 04 LO3 AC 3.6 (partial coverage)
6.3 Describe how to interpret information gained from methods used to assess body composition and health risk in relation to weight	No coverage
6.4 Explain how to sensitively divulge collected information and 'results' to clients	No coverage
6.5 Explain how to recognise the signs and symptoms of disordered eating and healthy eating patterns	No coverage
6.6 Describe the key features of the industry guidance note on 'Managing users with suspected eating disorders'	No coverage
6.7 Explain the circumstances in which a client should be recommended to visit their GP about the possibility of referral to a registered dietician	Unit 03 LO1 AC 1.5
7.1 Explain how to apply the principles of goal setting when offering nutritional advice	Unit 05 LO3 AC 3.6 (partial coverage)
7.2 Explain how to translate nutritional goals into basic healthy eating advice that reflects current national guidelines	No coverage
7.3 Explain when people other than the client should be involved in nutritional goal	No coverage

setting	
7.4 Define which other people could be involved in nutritional goal setting	No coverage
7.5 Identify the barriers which may prevent clients achieving their nutritional goals	Unit 02 LO1 AC 1.1, 1.3
7.6 Explain how to apply basic motivational strategies to encourage healthy eating and prevent non-compliance or relapse	Unit 03 LO5 AC 6.4
7.7 Explain the need for reappraisal of clients' body composition and other relevant health parameters at agreed stages of the programme	No coverage
8.1 Collect information needed to provide clients with appropriate healthy eating advice	Unit 05 LO3 AC 3.1 **Suggested assessment: NCFE Nutrition Assessment Workbook**
8.2 Record information about clients and their nutritional goals in an approved format	Unit 05 LO3 AC 3.1 **Suggested assessment: NCFE Nutrition Assessment Workbook**
8.3 Analyse collected information including nutritional needs and preferences in relation to the client's current status and nutritional goals	Unit 05 LO3 AC 3.3 **Suggested assessment: NCFE Nutrition Assessment Workbook**
9.1 Access and make use of credible sources of educational information and advice in establishing nutritional goals with clients	Unit 05 LO3 AC 3.4 **Suggested assessment: NCFE Nutrition Assessment Workbook**
9.2 Design and agree nutritional goals that are compatible with the analysis, accepted good practice and national guidelines	Unit 05 LO3 AC 3.6 (partial coverage)
9.3 Ensure that the nutritional goals support and integrate with other programme components	Unit 05 LO3 AC 3.6 **Suggested assessment: NCFE Nutrition Assessment Workbook**
9.4 Agree review points with clients	No coverage
9.5 Review clients' understanding of how to follow the nutritional advice as part of their physical activity programme	No coverage
9.6 Monitor, evaluate and review clients' progress towards their nutritional goals	No coverage

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Version 1.0 September 2021
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