NCFE Active IQ Level 3 Diploma in Personal Training
QN: 603/3491/5

Qualification Specification

Version 2.4 November 2026

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Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v2.0	October 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1. References to the Register of Exercise Professionals (REPs) removed as this qualification is no longer endorsed.
v2.1	June 2022	Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the support for centres section about how to access support handbooks. Further information added to the how this qualification is assessed section to confirm that 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. Reference to General Data Protection Regulations (GDPR) in Unit 06 Business acumen for personal trainers (K/617/1712) replaced with UK General Data Protection Regulation (UK GDPR)
v2.2	July 2023	Information regarding UCAS added to Things you need to know, Qualification Overview.
v2.3	December 2024	Update to CIMSPA logo.
v2.4	November 2026	Qualification title changed and template updated to new version.

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 3 Diploma in Personal Training.

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification, please check the version date in the page headers against that of the qualification specification on the NCFE website.

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

Things you need to know

Qualification summary	
Qualification number (QN)	603/3491/5
Aim reference	60334915
Total Qualification Time (TQT)	495
Guided Learning Hours (GLH)	295
Level	3
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence.

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/3491/5.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Qualification purpose

This qualification is designed to provide the knowledge, understanding and practical skills needed to work as a Personal Trainer in a variety of settings. This qualification supports progression into employment or self-employment as a Personal Trainer.

The qualification will enable learners to become qualified Personal Trainers, ready to make a positive contribution to the workplace and to the health and well-being of a broad range of clients with different needs, in different types of environment.

The qualification is mapped to the CIMSPA (Chartered Institute for the Management of Sport and Physical Activity) Personal Trainer Professional Standard.

This qualification has also been aligned to the Personal Trainer apprenticeship standard and could be used to support delivery of the apprenticeship.

Qualification objectives

The objectives of this qualification are to help learners to:

- demonstrate the knowledge, understanding and practical skills needed to work as a Personal Trainer
- develop skills and knowledge in a range of areas relevant to their role, such as understanding health and safety in a fitness environment, anatomy and physiology, nutrition, marketing and business planning, as well as personal training programming and delivering personal training sessions.

Achieving this qualification

To be awarded the Level 3 Diploma in Personal Training, learners are required to successfully complete 6 mandatory units.

Mandatory units

Unit number	Unit title
Unit 01	Applied anatomy and physiology for activity, health and fitness
Unit 02	Client motivation and lifestyle management
Unit 03	Programming personal training sessions
Unit 04	Delivering personal training sessions
Unit 05	Nutrition to support a physical activity programme
Unit 06	Business acumen for personal trainers

The learning outcomes for each unit are provided in Section 2.

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

To achieve the Level 3 Diploma in Personal Training, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

Grades are not awarded.

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills', such as team working, independent learning and problem solving, to more tricky-to-measure skills, such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Direct Claim Status

Direct Claim Status will not be transferred for this qualification.

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)

Where the assessment requirements for a unit allow, it is essential that organisations wishing to operate an RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

Entry guidance

This qualification is designed for learners who want work as a Personal Trainer in the Sport and Active Leisure sector. This qualification is aimed at learners who are not currently in the role who will go on to be employed, or self-employed, as a Personal Trainer.

Learners must have achieved a suitable Level 2 Fitness or Gym Instructing qualification before enrolling onto this qualification.

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

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

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

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

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 3 Diploma in Exercise Referral
- Level 3 Diploma in Increasing Participation in Sport and Active Leisure in Community Settings
- Level 3 Diploma in Sport
- Level 3 Diploma in Sports Massage Therapy
- Apprenticeship in Personal Training

Learners who achieve this qualification could progress into employment or self-employment as a Personal Trainer. Other potential roles at this level could include:

- Gym Instructor
- Lifeguard
- Membership Sales Consultant
- Leisure Industry Sales Assistant
- Sports Coach
- Nutritionist
- Gym Manager/Owner.

Recognition

CIMSPA® Endorsed | Professional Standards

Learners successfully completing this qualification will have met the requirements of the CIMSPA Personal Trainer Professional Standard and can use the qualification as evidence when applying for the relevant CIMSPA professional status.

Progression to Higher Level Studies

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

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

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

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and internal quality assurance

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Resource requirements

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

Support for learners

Learner's Evidence Tracking Log (LETL)

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

Support for centres

Support handbook

There are a number of documents available on the NCFE website that centres might find useful.

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.

Customer Support team

Our award-winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Useful websites

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

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

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information, please contact our Quality Assurance team on 0191 239 8000.

Learning resources

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

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

Mapping to Standards

The units in this qualification have been aligned to the CIMSPA Professional Standard for Personal Trainer and the Personal Trainer apprenticeship standard.

Further information on the apprenticeship standard can be found on the Skills England website www.skillsengland.education.gov.uk/apprenticeships/.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

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

The unit overview includes:

- unit title and number
- unit summary
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary, there is detailed information for each unit containing:

- learning outcomes
- assessment criteria (AC)
- delivery and assessment information (including types of evidence for internal assessment/assessment guidance).

The regulated unit number is indicated in brackets for each unit (e.g. M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

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

For further information or guidance about this qualification, please contact our Customer Support team on 0191 239 8000.

Unit 01 Applied anatomy and physiology for activity, health and fitness (D/617/1707)

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

Learning outcome 1

The learner will:

1 understand the structure and function of bones

The learner can:

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

Assessment guidance

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

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

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

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

1.8 Must include:

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

The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

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

Learning outcome 2

The learner will:

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

The learner can:

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

Assessment guidance

Delivery and assessment
The use of life-sized skeletons, model joints and flash cards could help learners to identify specific structures and understand their construction and function. Activities could include labelling models, diagrams and worksheets. Online technology and video clips can demonstrate the function of the skeleton and joints in the context of sport and exercise. Real-life observations could be used, such as the identification of movements available at specific joints. 2.1 Types of joints must include: fibrous, cartilaginous and synovial. Function of joints must include: joint stability, passive and active structures, and shock absorption. 2.2 Types of synovial joint must include: hinge, pivot, ball and socket, saddle, condyloid, and gliding. Learners must also describe the characteristics of each joint, which could include: joint capsule, synovial membrane, synovial fluid, ligaments, tendons and cartilage (hyaline, fibrocartilage and labrum). 2.3-2.5 Learners must identify the movement available and the planes of motion (e.g. sagittal, frontal and transverse) where the movement occurs at the major joints of the body. Major joints of the body must include: ankle, knee, hip, pelvis, spine, shoulder, elbow and wrist. Joint movement must include: flexion and extension, adduction and abduction, circumduction, supination and pronation, plantar flexion and dorsiflexion, lateral flexion and extension, horizontal flexion and extension, elevation and depression, inversion and eversion, and tensile strength of ligaments. Learners must explain the anatomical terminology of location in relation to the position of bones, joints or muscles, e.g. superior and inferior, anterior and posterior, medial and lateral, proximal and distal, and superficial and deep. This could be linked to common exercises, e.g. press-up, where learners consider the movement and plane of motion that occurs. 2.6 Must include: consideration of active (muscles, tendons) and passive structures (bones, cartilage and ligaments), posture, impact and body weight. Learners must focus on joints that are more likely to have stability problems, such as the shoulder and spine. 2.7 Must include: short-term responses and long-term adaptations as well as synovial fluid production, delivery of nutrients to cartilage, increased strength, mobility and flexibility, reduction of joint pain, and how inappropriate movement can accelerate tissue degeneration, pain and injury and cause a lack of biomechanical efficiency. The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

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

Learning outcome 3

The learner will:

3 understand the muscular system and its relation to exercise

The learner can:

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

Assessment guidance

Delivery and assessment
Practical sessions can be used to compare muscle fibre properties, to identify the origins and actions of the major muscles. Practical sessions will allow exploration of the different contraction types, consolidating the learning experience. The use of levers and effects of exercise on muscles can all be experienced in a practical context as well. Online technology and video clips can provide a useful method for 'bringing the subject to life', as well as labelling models, posters and worksheets. Other methods could include assignments and workbooks. 3.1 Must include: cardiac, skeletal and smooth. Learners must provide details about the connective tissues that surround muscle fibres, to include epimysium, perimysium and endomysium. 3.2 Learners must compare the properties of the different muscle fibre types in relation to exercise: • slow-twitch (type 1) • fast-twitch (type 2a) • fast glycolytic (type 2b). 3.3 Learners must define muscle origin and insertion and then describe their role in joint movement, e.g. location, attachment, movement. 3.4 Learners must identify the origin, insertions and actions of the following major muscles of the body: • rotator cuff: SITS (S: supraspinatus; I: infraspinatus; T: teres minor; S: subscapularis) • shoulder girdle: levator scapulae, pectoralis minor, serratus anterior, trapezius, rhomboids major/minor, teres major

- spinal extensors: erector spinae, iliocostalis, longissimus, spinalis, multifidus, quadratus lumborum
- hip flexors (iliopsoas): rectus femoris, iliacus, psoas major
- adductors: magnus, brevis, longus, pectineus, gracilis, sartorius
- abductors: gluteus medius, gluteus minimus, piriformis, tensor fascia lata
- abdominals: internal and external obliques, transversus abdominus
- intercostals: diaphragm
- 'core' and pelvic floor muscles
- local/deep, global/superficial muscles.

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

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

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

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

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

The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

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

Learning outcome 4

The learner will:

4 understand the structure and function of biological systems

The learner can:

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

Assessment guidance

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

- long-term effects, e.g. functional capacity, improved gaseous exchange, increased vital capacity and increased maximal VO_2 uptake.

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

- Endocrine system:
  - the hormonal responses to exercise.

The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

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

Learning outcome 5

The learner will:

5 understand the energy systems and their relation to exercise

The learner can:

5.1 describe the different energy systems
5.2 explain the process of resynthesis of ATP within the different energy systems
5.3 describe the effects of exercise on the energy systems

Assessment guidance

Delivery and assessment

5.1 Must include: aerobic and anaerobic (lactate and creatine phosphate).

5.2 Learners must include how the systems interact with each other.

5.3 Must include: aerobic and anaerobic threshold and the effects of different training methods/systems.

The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

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

Learning outcome 6

The learner will:

6 understand the effect of exercise variables on human movement

The learner can:

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

Assessment guidance

Delivery and assessment
6.1 Learners must describe the effects of the following variables on exercise: • levers • centre of gravity • momentum • force • planes of motion • length-tension relationships. 6.2 Learners must define and give examples of open and closed chain kinetic movements. 6.3 Learners must compare open and closed chain exercises to include the advantages and disadvantages of both. The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • NCFE Active IQ optional workbook • assignment • diagrams • worksheets • presentation.

Learning outcome 7

The learner will:

7 understand the effect of exercise on posture and core stability

The learner can:

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

Assessment guidance

Delivery and assessment
7.1 Must include: injury prevention, enhanced physical function, stability of the spine and whole body stability. 7.2 Must include: deep/local (transverse abdominis, pelvic floor muscles, lumbar multifidus and diaphragm) and superficial/global (rectus abdominis and erector spinae). 7.3 Learners must include core stabilisation exercises, impact on posture, and potential for injury/aggravation of problems. 7.4 Learners must describe the common postural conditions, e.g. kyphosis, lordosis, scoliosis, flat back and sway back, and describe the effects that the postural conditions may have on function. 7.5 Learners must explain the positive and negative effects of exercise on posture, e.g. muscle balance/imbalance, kinesthetic awareness and length-tension relationships, cumulative injury cycle and generation of postural problems. 7.6 Learners must describe the medical conditions that are associated with dysfunctional stabilisation, which may include low back pain, osteoarthritis, bulging/herniated/ruptured discs, sciatica, knee pain and incontinence. The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

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

Unit 02 Client motivation and lifestyle management (H/617/1708)

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

Learning outcome 1

The learner will:

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

The learner can:

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

Assessment guidance

Delivery and assessment
1.1 Learners must identify factors that can affect health and well-being, both positively and negatively, e.g. psychological, social and physiological benefits, promotion of positive role models, addressing of barriers, diet, sedentary lifestyles, smoking, alcohol, drugs, sleep/rest, relaxation, stress, work patterns/job, relevant personal circumstances and posture. 1.2 Learners must explain methods used to promote benefits of a healthy lifestyle to clients. Healthy lifestyle could include: healthy diet, socialisation, physical activity, weight management, work environment, work/life balance, stress management, sleep, rest and relaxation. 1.3 Learners must explain the psychological factors that can influence behaviour change. Must include: • intrinsic and extrinsic motivation • social support • peer pressure • individual client needs and differences, e.g. experienced, inexperienced, active and inactive • motives and barriers to change, perceived and actual, self-recognition of own barriers and reinforcement • self-efficacy • relevance/use of psychological questionnaires. 1.4 Learners must describe the main principles of a range of motivational theories/models.

Theories/models could include: arousal theories, stages of change/transtheoretical model, motivational interviewing, social cognitive theory (SCT), theory of reasoned action (TRA), self-determination theory (SDT), and the COM-B model.

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

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

The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

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

Learning outcome 2

The learner will:

2 understand how to communicate professionally

The learner can:

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

Assessment guidance

Delivery and assessment

2.1 Learners must describe how to communicate professionally with clients and include why the following factors are important:

- introduction
- making connections
- adapting communication style
- presenting accurate information
- showing sensitivity
- discretion
- having a non-judgmental manner
- showing respect and use of appropriate language and terminology.

2.2 Learners must explain the importance of effective communication, e.g. rapport building, creating a positive experience, effective working relationship, repeated business, reputation building, making the client feel valued, and professionalism.

2.3 Must include:

- observation/non-verbal techniques/body language
- negotiation
- open/closed questioning
- motivational interviewing techniques
- reflective statements, paraphrasing and summarising
- decisional balance sheet
- active listening.

The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- assignments
- worksheets
- presentations
- professional discussion.

Learning outcome 3

The learner will:

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

The learner can:

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

Assessment guidance

Delivery and assessment

3.1 Could include: perceived and actual barriers, time, money, weather, lack of energy, support, etc.

3.2 Could include: client's activity preferences, challenging clients, exercise variations, incentives and rewards.

3.3 Could include: breaking things down into steps, demonstrating, spotting, verbal encouragement.

3.4 Could include: verbal, non-verbal, use of technology, social media, effective listening.

3.5 Could include: trust, client retention, motivation.

The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • assignments • worksheets • presentations • professional discussion.

Learning outcome 4

The learner will:

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

The learner can:

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

Assessment guidance

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

The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- assignments
- worksheets
- presentations
- professional discussion.

Unit 03 Programming personal training sessions (K/617/1709)

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

Learning outcome 1

The learner will:

1 understand how to support the well-being of clients

The learner can:

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

Assessment guidance

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

Medium: closer monitoring, review
High: GP referral.

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

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

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

1.6 Learners must describe reputable sources for the following:

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

Types of evidence

Evidence could include:

- assignment
- worksheets
- presentation.

Learning outcome 2

The learner will:

2 understand the client consultation process

The learner can:

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

Assessment guidance

Delivery and assessment
2.1 Must include: • when to obtain consent – before the carrying out of assessments/exercises/before touching a client • the information to give to a client • how to obtain consent – written, signed and dated. 2.2 Learners must explain: • how the information will influence/affect the programme design, ensuring that the programme is appropriate for the client's lifestyle, goals and needs • how making sure that all client information is considered may help with motivation and adherence • how the information provided may include previous and current level of activity, exercise likes/dislikes, motivators, barriers and stage of readiness. 2.3 Factors to consider, e.g.: • make sure they are appropriate to the client • appropriate to assessment conditions • what equipment is needed or available • time available • value of the information provided by the assessment • factors that may affect the validity, reliability and objectivity of the assessment • if it is an individual or group assessment. 2.4 Must include: • cardio-respiratory fitness assessments • muscular strength assessments • muscular endurance assessments • flexibility and body composition assessments. In the evaluation, learners should consider any contraindications, limitations of the tests, suitability and safety for the client and the validity and reliability of the test. 2.5 Learners must describe how to carry out: • static postural assessment, e.g. observational postural analysis • dynamic postural assessment, e.g. transitional movement assessment – overhead squat test. Learners should be able to describe the characteristics of optimal alignment from a side anterior and posterior view. The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • assignments • worksheets • presentations.

Learning outcome 3

The learner will:

3 understand how to design and tailor exercise programmes

The learner can:

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

Assessment guidance

Delivery and assessment
3.1 Must include: • sedentary • recovering from injury • overtraining • high-level performers • sport-specific performers • clients with low-risk health conditions. Learners could include exercise recommendations and other considerations to achieve client goals, within the scope of practice of the Personal Trainer. 3.2 Learners must explain how the principles of training relate to programme design: • specificity • progressive overload • reversibility • adaptability • individuality • recovery time. Learners could give examples using the range of clients suggested in 3.1 to show how they would relate to individual wants and goals. 3.3 Must include: • maximal strength, e.g. higher intensity, lower volume • muscular endurance, e.g. lower intensity, higher volume • cardiovascular endurance, e.g. low intensity, long duration/high volume • speed, e.g. high intensity, shorter duration and volume

- flexibility
- posture
- body composition
- core stability
- motor skills.

Learners must also explain the advantages and disadvantages of exercising at various intensities for the sedentary, experienced (trained) and high-level performers (well-trained).

3.4 Could include breaking down long-term programming into blocks (macrocycles, microcycles, mesocycles) – smaller blocks help progress clients towards goals, give visualisation and variation, and help to address general adaption syndrome.

Learners should explain the different types of periodisation.

3.5 Could include repetition maximum 1RM–10RM, monitoring exercise intensity (maximum heart rate, rate of perceived exertion 6-20, 1-10), metabolic equivalents, kilocalories per hour, visual assessment, verbal assessment, repetition ranges for strength, power, endurance, hypertrophy, and heart rate training zones (aerobic and anaerobic).
Learners should refer to credible sources, e.g. ACSM guidelines, for developing components of fitness and consider codes of ethics and health and safety guidelines for each.

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

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

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

The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

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

Learning outcome 4

The learner will:

4 understand a range of fitness training techniques

The learner can:

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

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

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

Assessment guidance

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

- physiological concepts to programme design, e.g. nervous and endocrine system, overtraining, effects of various environmental conditions on exercise response, effects of various individual factors on exercise response, dose-response relationship
- cardiorespiratory system and energy systems to programme design, e.g. structure and function of the cardiorespiratory system, cardiac cycle, transport and gaseous exchange, aerobic and anaerobic systems, heart rate response to exercise, oxygen demands of different activities, physiological adaptations to exercise.

The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- assignments
- workbooks
- presentations
- professional discussion.

Learning outcome 5

The learner will:

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

The learner can:

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

Assessment guidance

Delivery and assessment

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

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

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

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

5.5 Learners must describe the considerations to take and challenges they may encounter when planning group personal training sessions, e.g. space, equipment, timings, health and safety, emergency action plan (EAP), order, management of the group, etc. They should also consider

observation and monitoring of all clients, consider that clients may be at different stages, consider size and experience of group, and how to balance the needs of the individual and the group. The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • assignments • workbooks • presentations • professional discussion • session plans • client programme cards.

Learning outcome 6

The learner will:

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

The learner can:

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

Assessment guidance

Delivery and assessment
Whenever possible, assessments should be conducted with 'real' clients. As this learning outcome is the assessment of a client's readiness to change and to create an environment to support adherence to exercise, there must be evidence to show that the learner has met the assessment criteria. This could be evidenced with an observation checklist and/or written client case study which addresses all of the assessment criteria. The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • observation checklist • client case study.

Learning outcome 7

The learner will:

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

The learner can:

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

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

Assessment guidance

Delivery and assessment
Whenever possible, assessments should be conducted with 'real' clients. This learning outcome is about pre-exercise assessment and the ability to collect and analyse information to facilitate effective programme planning. There must be evidence to show that the learner has met all the assessment criteria – this could be evidenced with an observation checklist. Any advice given should be within the scope of practice. Pre-exercise assessment must include basic postural analysis. Assessments chosen must be appropriate to the client, the assessment conditions and the time available. The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • client records/report • observation checklist.

Learning outcome 8

The learner will:

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

The learner can:

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

Assessment guidance

Delivery and assessment
Whenever possible, assessments should be conducted with 'real' clients. As this learning outcome is about the ability to plan for programme sessions and programme delivery, there must be evidence to show that the learner has met all the assessment criteria. This could be evidenced with session plans and/or programme cards. The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence must include: • a plan for session(s) in a gym/studio area/sports hall • a plan for session(s) outdoors/in a client's home • a plan for individual session(s) • a plan for small group session(s). Evidence could include: • session plans • programme cards.

Unit 04 Delivering personal training sessions (D/617/1710)

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

Learning outcome 1

The learner will:

1 know how to conduct themselves and portray a professional image

The learner can:

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

Assessment guidance

Delivery and assessment
1.1 Learners could include: being positive, trustworthy/honest, empowering, maintenance of personal integrity, being respectful of others, motivating, committed, non-judgmental, consistent, acting as a role model and confidentiality. 1.2 Learners must consider unprofessional behaviours and relate to their own experiences. 1.3 Learners must explain the minimum expected professional ethics of a Personal Trainer to include: professional membership, role boundaries/scope of practice and responsibilities, professional interaction and communication with other professionals and clients, correct representation of skills, abilities and knowledge, ethical business practices, following professional code of conduct and CPD. 1.4 Must include: reputation, improved business success, establish good relationships, build trust and rapport, client satisfaction and possible consequences (which could include lost business, loss of reputation, possible legal implications and discipline from professional organisations). 1.5 Learners must explain the guidelines for hands-on contact with clients, e.g. informed consent. 1.6 Learners must explain what is meant by conflict of interest and give examples, e.g. sales driven, commissions, etc. 1.7 Learners must explain the benefits of CPD, e.g. new opportunities, opportunity to specialise, new skills/knowledge, develop personal qualities, asset to a company, and growth and development.

The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • assignments • worksheets • personal development plan.

Learning outcome 2

The learner will:

2 be able to prepare clients for personal training sessions

The learner can:

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

Assessment guidance

Delivery and assessment
Whenever possible, assessments should be conducted with 'real' clients. 2.1 Learners must interact with the client(s) in a professional manner throughout the session, e.g. introduction on first meeting and appropriate language throughout the session. 2.2-2.3 Learners must clarify their roles and responsibilities to the client(s), providing information about the session to follow and how it links with client goals. 2.4-2.6 Learners must perform verbal screening and find out if any changes have occurred that may affect the proposed session. This must include assessment of the client's state of readiness and motivation to take part in the session. Learners must negotiate and agree any revisions to the plan and record any changes. 2.7 Learners must demonstrate compliance with relevant legal responsibilities, e.g. health and safety at work, equality and diversity, safeguarding, data protection, hazard identification, safe working practices, ethics and professional conduct. 2.8 Learners must use appropriate communications skills to create a positive experience and build rapport.

The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • observation checklist.

Learning outcome 3

The learner will:

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

The learner can:

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

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

Assessment guidance

Delivery and assessment
Whenever possible, assessments should be conducted with 'real' clients. Learners must have had opportunity for formative practice assessments with feedback prior to their final summative assessments. Learners must be observed on a minimum of 2 occasions to cover the specified range, e.g. small group in a sports hall, individual in a gym. 3.1 Learners must be able to demonstrate ability to apply appropriate teaching methods and skills to instruct a range of fitness training techniques: • demonstrations must be used where appropriate, e.g. if the client is not familiar or confident with the exercise. Learners must demonstrate correct lifting and passing techniques, including dead lifting the barbell safely from the floor and spotting • explanations must be given to the client about the training system and exercise. There must be evidence that the learner has applied appropriate teaching methods and skills to include: • a minimum of 2 of the following cardiovascular techniques for training: – interval – fartlek – continuous • a minimum of 4 resistance training techniques that: – are appropriate to the client, enabling clients to meet goals – include free and fixed weights – include functional exercises (which mirrors the client's functional requirements) • a minimum of 3 of the following flexibility exercises:

- static, ballistic, dynamic and proprioceptive neuromuscular techniques
- must include a minimum of 1 PNF technique.

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

The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence must include:

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

Learning outcome 4

The learner will:

4 be able to review personal training sessions

The learner can:

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

Assessment guidance

Delivery and assessment

Whenever possible, assessments should be conducted with 'real' clients.

Sufficient time between engaging a client and final assessment needs to be allowed to show improvements in the client's lifestyle, health and fitness.

4.1 Learners must review sessions against session aims, SMART goals, activities, participant performance, own performance (preparation, delivery), health and safety.

4.2-4.3 Learners must review client goals based on outcomes and revise programme based on own evaluation and feedback from the client.

4.4 Learners should use appropriate strategies to maintain contact and motivate clients between sessions, e.g. phone calls, emails, social media, etc. The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • assignment • client records • session plans.

Unit 05 Nutrition to support a physical activity programme (H/617/1711)

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

Learning outcome 1

The learner will:

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

The learner can:

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

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

Assessment guidance

Delivery and assessment

1.1 Learners must also consider and research the impact of poor nutrition/deficiencies and their links to chronic disease conditions, e.g. obesity, cholesterol, omega 3 and 6 ratio, cancer risk, etc.

1.2 Must include:
- carbohydrates (simple and complex)
- fats (saturated, unsaturated, essential fatty acids)
- protein
- vitamins
- minerals
- water.

1.3 Must include:
- macronutrients (carbohydrates, fats, protein)
- micronutrients, e.g. fat and water-soluble vitamins and minerals
- hydration and the functions of water in the body.

1.4 Must include: aerobic and anaerobic activities, before, during and after exercise. 1.5 Must include: isotonic, hypertonic and hypotonic for different activities/durations. 1.6 Learners must explain how current government healthy eating guidelines and evidence-based recommendations can be applied to: • weight management (including weight loss/gain/maintenance, fat loss) • hypertrophy training • sports performance. Learners must use and reference credible sources of information. The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • NCFE Active IQ optional workbook • professional discussion • assignment • presentation • case studies.

Learning outcome 2

The learner will:

2 understand national recommendations for providing nutritional advice

The learner can:

2.1 explain professional role boundaries with regard to offering nutritional advice to clients

2.2 explain the importance of communicating health risks associated with weight loss fads and popular diets to clients

2.3 evaluate the potential health and performance implications of severe energy restriction, weight loss and weight gain

2.4 explain how to identify clients at risk of nutritional deficiencies

2.5 explain how cultural and religious dietary practices can influence nutritional advice

2.6 describe safety, effectiveness and contraindications relating to protein and vitamin supplementation

2.7 explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a registered dietician

Assessment guidance

Delivery and assessment
2.1-2.7 Tutors could use a group exercise to compare dietary intakes over 7 days with a presentation outlining healthy diets for adults and the consequences of a poor diet – components of a healthy diet for adults and a list of lifestyle diseases (e.g. obesity, diabetes and heart disease) resulting from a poor diet over many years.
Types of evidence
Evidence could include: • NCFE Active IQ optional workbook • oral/written discussion • assignment • presentation • case studies.

Learning outcome 3

The learner will:

3 be able to use nutritional assessment tools and strategies

The learner can:

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

Assessment guidance

Delivery and assessment
3.1-3.4 Learners must carry out a consultation with their personal training client. They must select appropriate nutritional tools to assess the client's dietary habits and identify energy and nutritional requirements to meet individual goals and needs. They must then analyse the client's dietary habits and make suggestions for improvement in relation to the nutritional and physical needs of the individual. Learners must select appropriate strategies to support and encourage healthy eating and will signpost clients to appropriate credible sources of information, ensuring that the client understands. Learners must use a range of tools for nutritional assessment, e.g. food diary, food recall and frequency questionnaires and body composition analysis. Learners must describe how to estimate resting metabolic rate and energy requirements for different clients' needs and goals. Learners should be able to estimate an individual's total daily energy expenditure (TDEE) – this should include resting metabolic rate (RMR), e.g. Harris-Benedict equation, thermic effect of feeding (dietary thermogenesis) and physical activity.

3.5-3.6 Learners must distinguish between credible and non-credible sources of nutritional information and guidance and provide clients with appropriate information and/or signposting according to their individual health and nutrition needs. The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • NCFE Active IQ optional workbook • oral/written discussion • assignment • presentation • case studies.

Unit 06 Business acumen for personal trainers (K/617/1712)

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

Learning outcome 1

The learner will:

1 understand marketing strategies and techniques for a personal training business

The learner can:

1.1 explain the role of marketing for a personal training business
1.2 outline how to develop a marketing plan
1.3 describe potential factors that may influence marketing decisions
1.4 compare marketing tools for a personal training business
1.5 identify and use different methods of market research data collection

Assessment guidance

Delivery and assessment
1.1 Learners must consider marketing as a tool to identify the customer's needs/expectations, target markets, competitors, appropriate pricing, and be able to communicate offers, value-added products/services and brand profile/development. 1.2 Learners must outline how to develop a marketing plan for a personal training business, looking at goals and objectives. 1.3 Learners must consider factors specifically related to a personal training business that they may encounter themselves when setting up a business, e.g. internal factors, human resources, finance, operations, and culture and external factors, through the use of a PESTLE analysis (political, economic, social, technological, legal and environmental). 1.4 Learners must compare the different types of marketing tools appropriate for a personal training business, e.g. brand awareness, self-promotion, market research (e.g. SWOT analysis). 1.5 Must include: quantitative and qualitative methods, e.g. interviews, groups, surveys, questionnaires, experiments and observation. Learners must approach this task in the context of setting up their own personal training business and carry out research. The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

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

Learning outcome 2

The learner will:

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

The learner can:

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

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

2.3 summarise equality and diversity legislation in relation to personal training

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

Assessment guidance

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

The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • assignment • worksheets • presentation • case study • professional discussion.

Learning outcome 3

The learner will:

3 understand business and financial planning for a personal training business

The learner can:

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

Assessment guidance

Delivery and assessment
3.1 Learners must describe the key factors to include in a business plan. The plan should be based on setting up a personal training business and include the setting of individual and organisational goals and objectives, strategies, sales, marketing and financial forecasting. 3.2 Must include: generation of profit, support and influence, business objectives, strengthening of morale and personal growth. 3.3 Learners must consider the following: forecasting, sales and targets, income and expenditure. 3.4 Must include: cost and expenses incurred, gross profit, net gain and calculation of tax. Learners must also explain the purpose of a balance sheet, e.g. business assets, fixed and current assets, business liabilities and totals of assets minus liabilities. 3.5 Must include: • direct costs – wages, equipment, premises • indirect costs – marketing, advertising, fixed and variable costs. 3.6 Must include: registering a business, licences needed, tax and insurance legislation and financial reporting. The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence
Evidence could include: • business plan • assignment.

Learning outcome 4

The learner will:

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

The learner can:

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

Assessment guidance

Delivery and assessment
4.1 Must include: finance and accountancy software, marketing, sales and CRM/MIS systems. 4.2 Learners must explain the requirements of UK General Data Protection Regulation (UK GDPR) on how to keep, record and manage data in relation to a personal training business. Learners must explain the current regulations in relation to contacting clients and for marketing. 4.3 Learners must explain current legislation in relation to technology and consider intellectual property, patents, copyrights and ethical practice. 4.4 Could include: wearable technology, pedometers and applications which could be for client and/or group management, for scheduling appointments and session reminders. 4.5 Must include: increase activity levels, motivate, focus and encourage adherence. The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

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

Learning outcome 5

The learner will:

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

The learner can:

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

Delivery and assessment
5.1 Learners must use appropriate IT products to support, develop and manage the personal training business, e.g. enhance the client experience, client and group management, class scheduling, retention levels, session reminders. Learners must identify a technological product and use it with a personal training client. They must record how the technology was used with their client(s), how it helped their client(s) and how the data was used to enhance/influence the client programme. 5.2 Learners must implement a variety of marketing strategies to ensure the development and sustainability of the client base. 5.3 Learners must plan and review business performance whilst identifying areas for improvement. The explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • assignment • business plan • client logs • professional discussion.

Section 3

Assessment and quality assurance

Assessment and quality assurance

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.

The Level 3 Diploma in Personal Training is internally assessed and externally quality assured.

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

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit, and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

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

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the 'Internal Assessment Tasks: Guidance for Centres' document on the NCFE website.

Supervision of learners and your role as an Assessor

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

Feedback to learners

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

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating, we would recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds
Venue: school hall
Audience: Assessors, parents and friends

Band 1:
Lead singer – Joe Bloggs (brown hair, front of stage)
Drummer – Tom Smith
Guitar 1 – Dan Brown (blonde hair, blue jumper)
Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:
Lead male – John Smith
Lead female – Ann Jones
Choir:
Kay Bell (brown hair, back row 3rd from left)
Jane Pattison (blonde hair, back row 5th from left)
Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE Active IQ may not be able to quality assure or examine the work.

Quality assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It is the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE Active IQ. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE Active IQ.

Section 4

Explanation of terms

Explanation of terms

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

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

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

Section 5

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used, and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy, please see 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.