



Qualification
Specification

Active IQ Level 3 Technical Occupational Entry in Personal Training (Diploma)

Qualification
Accreditation Number:
610/3922/6
Version AIQ006426

Active iQ

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Introduction

The Active IQ Level 3 Technical Occupational Entry in Personal Training (Diploma) is at level 3 on the Regulated Qualifications Framework (RQF). This qualification has been approved by IfATE, Ofqual and DfE to be recognised as a **Technical Occupational Entry Qualification**. The qualification aligns to KSBs in the existing occupational standard(s) for personal training and enables entry to the aligned occupation(s) (including providing occupational entry competence with the requirement for further learning/training in work to reach full occupational competence).

Guided learning hours:	300	Total qualification time:	430
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Entry requirements:

- A suitable Level 2 qualification in Gym Instructing or Fitness Instructing.
- The course requires physical exertion and individual participation is essential, therefore a degree of physical fitness is necessary.
- There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at level 2.

Qualification outline

Target learners:

- Learners aged 16+.
- Gym instructors wishing to pursue a career in the health and fitness sector as personal trainers.
- Individuals, who already hold a gym instructor qualification, wishing to become self-employed running their own personal training business.

Purpose

This occupational entry qualification aims to develop a learner's further knowledge and skills in gym instruction, to pursue a career in personal training. The role of a personal trainer is to coach clients (on a one-to-one or small group basis) towards their health and fitness goals. Personal training plays an important role in improving the health of the nation, creating opportunities to get more people, more active, more often.

This qualification has been designed in partnership with employers and covers the knowledge and skills identified in the industry as essential for the personal trainer role, covering the design of exercise programmes and instruction, nutritional advice and overall lifestyle management. The qualification also provides the learner with a comprehensive understanding of business, finances, sales and marketing to enable the personal trainer to build and retain a stable client base.

Learners who achieve this qualification will:

Understand:

- The structure and function of the body systems and how they relate to health, fitness and physical activity.
- How to access credible and reputable information about nutrition, low-risk medical conditions, exercise and health.
- The nutritional requirements to maintain health and how nutrients are used to fuel and recover from exercise.
- The risks of poor nutrition and nutritional considerations for specific client groups.
- Factors that affect a client's health and wellbeing and the role of the personal trainer in health promotion.
- Commonly occurring medical conditions and how to risk stratify clients with medical conditions.
- The importance of communication skills and the techniques used to effectively engage clients.
- The techniques used to support clients making lifestyle behaviour changes.
- How technological advancements can help clients increase their activity levels and stay motivated and focused.
- How to monitor and interpret client and business data from a range of current information technology (IT) applications.
- The principles of safe and effective personal training programme design.
- How to safely and effectively integrate the use of alternative and online environments into personal training sessions.
- The legal and professional requirements for a personal trainer.
- Marketing techniques and tactics.
- How information technology (IT) applications are used to support effective business planning and delivery.

Have demonstrated:

- How to collect and interpret health screening and fitness assessment data.
- How to analyse clients' dietary habits and identify areas for improvement.
- How to create a positive environment that motivates and empowers clients, to meet their desired goals.
- How to establish rapport and engage clients in conversation about their health and fitness, assessing a clients' readiness to change behaviour.
- How to facilitate goal setting and action planning.
- How to use information technology (IT) applications in line with legislation and professional standards
- How to evaluate and adapt own communication styles.
- How to design and instruct safe and effective personal training programmes and session plans.
- How to review client progress and satisfaction.
- How to plan and strategise developing a successful personal training business.
- How to plan and strategise market research to run campaigns and develop additional products or services.

Progression

This qualification provides progression on to:

- Active IQ Level 3 Technical Specialist in Sports Massage Therapy (Diploma).
- Active IQ Level 3 Technical Specialist in Adapting Physical Activity for Antenatal and Postnatal Clients (Award).
- Active IQ Level 3 Technical Specialist in Optimising Training for the Ageing Client (Award).
- Apprenticeship in Personal Training.

Links to National Standards

The qualification is underpinned by the overarching professional standards for:

- The Personal Trainer Apprenticeship Trailblazer standard ST0302.
- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Learning and Development Requirements (LDR).

Occupational competence statements for tutors, assessors and internal verifiers

This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.

Required criteria

All tutors, assessors and internal verifiers must:

- Possess a discipline-specific qualification equivalent to the qualification being taught.
- Have relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continuing professional development during the last two years (this may be discipline-/context-specific or relevant to tutoring assessing or quality assurance).

Tutors and assessors

Tutors must hold, or be working towards, a teaching qualification.

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education (including professional and postgraduate).
- Qualified Teaching and Learning Skills.

Assessors

Assessors must hold, or be working towards, any of the following:

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

Internal verifiers

Internal verifiers must hold, or be working towards, any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34).

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) has been achieved.

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Qualification structure

Learners must complete the six mandatory units.

Unit	Unit accreditation number	Level	GLH	TQT	
1	Applied anatomy and physiology for exercise and fitness	Y/650/7775	3	70	90
2	Principles of nutrition for exercise and health	A/650/7776	3	40	60
3	Understanding lifestyle, wellbeing and common medical conditions	D/650/7777	3	40	60
4	Encouraging positive health and fitness behaviours	F/650/7778	3	40	60
5	Programme design and delivery for personal training	H/650/7779	3	70	100
6	Professionalism and business acumen for personal trainers	L/650/7780	3	40	60

Assessment Design

The assessments for the Active IQ Level 3 Technical Occupational Entry in Personal Training (Diploma) have been designed to ensure they are valid, fit for purpose and meet the requirements of a technical occupational entry qualification. We have focused on the reliability and validity of the assessments, to ensure that a learner who successfully completes this qualification is well placed to secure employment in roles related to this standard.

The assessments for this Technical Occupational Entry Qualification consist of the following:

Assessment	Assessment component title	Assessment method	Unit/s
1	Skeletal system	Knowledge assessment	Unit 1: Applied anatomy and physiology for exercise and fitness
2	Functional kinesiology and biomechanics		
3	Myofascial system		
4	Cardiovascular system		
5	Respiratory system		
6	Energy systems		
7	Nervous system		
8	Endocrine system		
9	Immune system and components of fitness		
10	Professional boundaries and accessing credible information on nutrition	Knowledge assessment	Unit 2: Principles of nutrition for exercise and health
11	Nutrients required to maintain health		
12	How nutrients from food are used to fuel and recover from physical activity		
13	How to estimate daily energy and nutrient requirements for clients with different goals		
14	Risks of poor nutritional and lifestyle practices	Case Study	
15	Food diary analysis (Case study - Step 2)		

Assessment	Assessment component title	Assessment method	Unit/s
16	Role of the personal trainer in risk stratification and promoting health	Knowledge assessment	Unit 3: Understanding lifestyle, wellbeing and common medical conditions
17	Educational information and programme design for the ageing client	Assignment	Unit 2: Principles of nutrition for exercise and health Unit 3: Understanding lifestyle, wellbeing and common medical conditions
18	Client communication and supporting clients to make positive lifestyle behaviour changes	Knowledge assessment	Unit 4: Encouraging positive health and fitness behaviours
19	Client consultation		
20	Using data-driven technology with clients		
21	Consultation, health and fitness assessments (Case study – Step 1)	Case study	
22	Adaptations that occur as a consequence of training	Knowledge assessment	Unit 5: Programme design and delivery for personal training
23	Planning and delivering group personal training sessions		
24	Modular summative observation - Training techniques	Observation and questioning	
25	Planning a periodised programme (Case study – Step 3)	Case study	
26	Summative observation – Personal training (Case study – Step 4)	Observation and questioning	
27	Periodised programme review and reassessments (Case study – Step 5)	Assignment	
28	Professional and legal requirements for personal training	Knowledge assessment	Unit 6: Professionalism and business acumen for personal trainers
29	Marketing strategies and finances		
30	Planning a personal training business	Assignment	

Assessment methods

The following lists the assessment methods used in this qualification, with a description of how they are intended to work.

- **Knowledge assessment**

The knowledge assessments use a range of different question types to assess the learner's cognitive abilities; retention of knowledge and factual recall. The different types of questions include multiple choice, short answer, drag and drop into text and scenario-/video-based questions and answers. The different question types give learners an opportunity to demonstrate achievement in a range of different contexts, allowing learners to apply their knowledge in real-life scenarios linked to the qualification's purpose. Each knowledge assessment has a minimum pass mark of 70%.

- **Case Study**

These assessments use clearly constructed case study briefs and associated marking schemes to allow learners to demonstrate application of knowledge and skills in a specific context. This assessment method allows for synoptic assessment of target proficiency utilising real-life scenarios and problems.

These assessments allow learners to demonstrate problem solving, analytical, research and planning skills; alongside application and transfer of knowledge and use of initiative in response to complex concepts. The case study has a minimum pass mark of 80% against a pre-set mark scheme.

- **Assignment**

These assessments use clearly constructed briefs/tasks and associated marking schemes to assess learners' cognitive abilities and/or practical competencies.

This assessment method allows learners to demonstrate problem solving, analytical, research and planning skills. Each assignment has a minimum pass mark of 80% against a pre-set mark scheme.

- **Observation and questioning**

An observation assesses the learner's competence, skills and behaviour through the application of knowledge. This assessment method will also provide an opportunity for the learner to be assessed holistically across the standard.

The focus of the questioning will be on the knowledge, skills and behaviours that are assessed within the observation and in particular on criteria that the learner was unable to demonstrate competence in due to them not occurring naturally. Questions may also be on criteria that have been partially demonstrated during the observation. The purpose of the questions and answers session is not to re-assess criteria that the learner did not achieve as a result of not being competent.

The performance observed and responses to questions will be assessed holistically as part of this assessment method. This assessment is a valid way to assess the learner's knowledge, skills and behaviours in a real-life context, and suitably prepares the learner for the role and demands of a personal trainer. Observations are either pass or refer against set criteria.

Grading

To achieve this qualification, learners must achieve a pass in all of the assessments.

The overall grade for this qualification is **Pass/Refer**.

Unit 1 Y/650/7775 **Level:** 3 **GLH:** 70 **TQT:** 90
Unit Title: Applied anatomy and physiology for exercise and fitness

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
<p>1. Know the structure and function of the skeletal system in relation to health and fitness</p>	<p>1.1 Classify types of bones and relate their structure to function</p> <p>1.2 Describe the main bones and their implications for vital functions and movements</p> <p>1.3 Identify the anatomical planes of motion for different joint actions and exercises</p> <p>1.4 Identify the joint actions and typical ranges of movement of the major joints of the body</p> <p>1.5 Describe the role of osteoblasts and osteoclasts and their mechanical and hormonal contribution to bone density</p> <p>1.6 Describe the benefits and risks of weight-bearing exercise for the bones and joints</p> <p>1.7 Describe the long- and short-term effects of exercise on bone, to include osteoporosis</p> <p>1.8 Describe the structure and function of the vertebral column, including the role of the spinal curves</p> <p>1.9 Describe the relationship between the structure and function of the skeleton</p> <p>1.10 Recognise changes to the skeletal system as clients age</p>	<p>Types of bone may include:</p> <ul style="list-style-type: none"> • Long • Short • Flat • Irregular • Sesamoid <p>Planes of motion may include:</p> <ul style="list-style-type: none"> • Frontal plane • Sagittal plane • Transverse plane

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
2. Understand functional kinesiology and biomechanics relevant to personal training	2.1 Explain the importance of maintaining the correct degree of spinal curvature in relation to weight-bearing and biomechanical efficiency 2.2 Describe and give examples of the biomechanical principles of movement 2.3 Explain common postural patterns , their associated muscle imbalances and the problems these can cause 2.4 Explain the biomechanical implications of different centres of gravity in relation to posture and patterns of adiposity 2.5 Describe open and closed chain kinetic movements, including examples, their advantages and disadvantages	Biomechanical principles of movement may include: <ul style="list-style-type: none"> • Centre of gravity • Stability • Momentum • Inertia • Alignment • Torque • Base of support • Balance Postural patterns may include: <ul style="list-style-type: none"> • Kyphosis • Lordosis • Scoliosis

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
<p>3. Know the structure and function of the myofascial system in relation to health and fitness</p>	<p>3.1 Describe the three types of muscle in the human body including their key characteristics</p> <p>3.2 Describe the structure and function of skeletal muscle and connective tissue</p> <p>3.3 Describe the stages of the sliding filament theory</p> <p>3.4 Describe the different types of muscular contractions</p> <p>3.5 Describe the structural features and characteristics of fibre types</p> <p>3.6 Describe the effects of exercise intensity and duration on muscle fibre recruitment and adaptation by the different muscle fibre types</p> <p>3.7 Name the locations of the attachment sites for the major muscles of the body</p> <p>3.8 Explain the isolated muscle actions responsible for producing specific body movements</p> <p>3.9 Explain the roles of muscles in integrated movements of the body compared to their isolated muscle actions</p> <p>3.10 Identify causative factors, symptoms and recovery strategies for delayed onset muscle soreness (DOMS)</p> <p>3.11 Describe the structure and functions of the different types of connective tissue</p> <p>3.12 Describe the short- and long-term effects of exercise on muscles</p> <p>3.13 Recognise changes to the myofascial system as clients age</p>	<p>Type of muscle may include:</p> <ul style="list-style-type: none"> • Skeletal • Smooth • Cardiac <p>Muscular contractions may include:</p> <ul style="list-style-type: none"> • Concentric • Eccentric • Isometric • Isokinetic <p>Types of connective tissue may include:</p> <ul style="list-style-type: none"> • Tendons • Ligaments • Cartilage

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
<p>4. Know the structure and function of the cardiovascular system in relation to health and fitness</p>	<p>4.1 Describe the structures of the heart and their functions</p> <p>4.2 List the order in which blood flows through the cardiovascular system</p> <p>4.3 Define the terms related to the cardiovascular system</p> <p>4.4 Define the cardiac cycle and the terms stroke volume and cardiac output</p> <p>4.5 Describe the immediate blood pressure response to exercise, to include the Valsalva manoeuvre</p> <p>4.6 Describe the effects of different forms of exercise training on blood pressure over time</p> <p>4.7 Identify the blood pressure classifications and associated health risks</p> <p>4.8 Describe a range of healthy lifestyle choices and their positive effect on cardiorespiratory tissues</p> <p>4.9 Describe the cardiovascular benefits and adaptations to different forms of exercise</p> <p>4.10 Recognise changes to the cardiovascular system as clients age</p>	<p>Structures of the heart may include:</p> <ul style="list-style-type: none"> • Chambers • Valves • Blood vessels <p>Terms may include:</p> <ul style="list-style-type: none"> • HR (heart rate) • Resting HR • HRmax • HR reference values for various populations • HR training zones <p>Different forms of exercise may include:</p> <ul style="list-style-type: none"> • Endurance training • Interval training • Resistance training • Relaxation training

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
5. Know the structure and function of the respiratory system in relation to health and fitness	5.1 Describe the structure and function of the respiratory system 5.2 Define the terms related to the respiratory system 5.3 Explain the relationship between the cardiovascular and respiratory systems and how regular physical activity impacts on this 5.4 Describe the passage of inhaled air from the atmosphere to the cellular level and exhaled air back through the lungs to the atmosphere 5.5 Explain the short- and long-term effects of exercise on the respiratory system 5.6 Recognise changes to the respiratory system as clients age	Terms may include: <ul style="list-style-type: none"> • Ventilatory pump • Pulmonary ventilation (VE) • Ventilatory rate • Ventilatory threshold • Maximal oxygen consumption (VO₂max)
6. Understand the role of the energy systems in relation to physical activity, exercise and training	6.1 Describe the energy substrates and by-products of each energy system 6.2 Explain the processes by which adenosine triphosphate (ATP) is re-synthesised in each energy system 6.3 Explain the relative contribution of each energy system to total energy expended in activities with different characteristics 6.4 Describe how to use acute variables during training to recruit the different energy systems 6.5 Define the terms aerobic and anaerobic threshold 6.6 Describe the effects of interval training and EPOC (excess post-exercise oxygen consumption) on metabolism 6.7 Describe how the body burns fat through a range of intensities 6.8 Explain the relationship between METs (metabolic equivalent) and kilocalories	Energy systems may include: <ul style="list-style-type: none"> • Phosphocreatine system • Lactate system • Aerobic system Different characteristics may include: <ul style="list-style-type: none"> • Intensity • Duration • Type

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
7. Know the structure and function of the nervous system in relation to health and fitness	7.1 Describe the main functions and roles of the nervous system 7.2 Describe the components and roles of the nervous system 7.3 Describe the structure and function of a neuron 7.4 Describe the structure and function of a motor unit 7.5 State the ‘all or nothing’ law of muscle contraction and the size principle of motor unit recruitment 7.6 Explain the stages in the process of the stretch reflex and inverse stretch reflex 7.7 Describe the structure and function of muscle spindles 7.8 Describe the structure and function of golgi tendon organs 7.9 Explain the definition and function of autogenic inhibition 7.10 Explain the definition and function of reciprocal inhibition 7.11 Explain the neuromuscular adaptations associated with different types of exercise and the benefits of these for performance 7.12 Recognise changes to the nervous system as clients age	Component and roles of the nervous system may include: <ul style="list-style-type: none"> • Central nervous system • Peripheral nervous system • Somatic branch of the peripheral nervous system • Autonomic branch of the peripheral nervous system • Neurotransmitters and receptors

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
8. Know the structure and function of the endocrine system in relation to health and fitness	8.1 Describe the role of the endocrine system 8.2 Recognise the location, structure and functions of the endocrine glands of the body 8.3 Describe the main functions of hormones in the body 8.4 Explain the lifestyle factors that affect endocrine health 8.5 Describe hormonal responses to exercise and their catabolic and anabolic effects 8.6 Explain the relationship between exercise intensity and hormonal reactions	Endocrine glands may include: <ul style="list-style-type: none"> • Hypothalamus • Pituitary • Thyroid • Pancreas • Adrenal • Ovaries • Testes Hormones may include: <ul style="list-style-type: none"> • Growth hormone • Thyroid hormones • Corticosteroids • Catecholamines • Insulin • Glucagon
9. Know how the immune system relates to exercise	9.1 Describe the potential long-term effects of exercise programmes on the immune system 9.2 Describe the open window theory for pathogen entrance after excessive exercise	
10. Understand the components of fitness	10.1 Describe the three somatotypes including the implications of each body type for exercise capacity and the ability to alter body shape 10.2 Describe the anatomical and hormonal differences between males and females and their influence on safe, effective and appropriate physical activity	Somatotypes may include: <ul style="list-style-type: none"> • Endomorphic • Ectomorphic • Mesomorphic
Assessment	Knowledge assessments	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
1. Understand how to access credible information about nutrition for exercise and health	1.1 Interpret evidence-based nutritional guidelines from credible sources 1.2 Distinguish between credible evidence-based information and unscientific claims made in the media	Credible sources may include: <ul style="list-style-type: none"> • National food guides • Professional dietetic bodies • Independent scientific bodies
2. Know the nutrients required to maintain health	2.1 Describe the macronutrients and their functions 2.2 Evaluate good dietary sources of each macronutrient 2.3 Recognise the transport, storage and metabolised forms of each macronutrient 2.4 Explain the balance between saturated and unsaturated fatty acid and its effects on health 2.5 Explain the importance of the appropriate intake of essential fatty acids (Omega 3 and 6) and their effects on health 2.6 Explain the role and the desirable levels of fat/lipid markers in the body 2.7 Explain the glycaemic index rating system for foods containing carbohydrates and its importance for human health 2.8 Identify key micronutrients and their functions 2.9 Identify good dietary sources of key micronutrients 2.10 Evaluate the importance of phytonutrients to human health 2.11 Describe the functions of water in the body	Macronutrients may include: <ul style="list-style-type: none"> • Carbohydrates • Protein • Fat Fat/lipid markers may include: <ul style="list-style-type: none"> • Total cholesterol • High density lipoproteins (HDL) • Low density lipoproteins (LDL) • Total cholesterol/HDL ratio Micronutrients may include: <ul style="list-style-type: none"> • Vitamins • Minerals

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
3. Know how nutrients from food are used to fuel and recover from physical activity	3.1 Evaluate the functions of macronutrients, micronutrients and water in relation to exercise performance and recovery 3.2 Recognise how training may affect an individual's nutritional requirements 3.3 Describe the nutrients used for generating energy 3.4 Analyse the relative contribution of each nutrient to total energy expenditure in activity of different intensities 3.5 Evaluate the role of each macronutrient in post-exercise recovery and relate this to post-exercise dietary guidelines 3.6 Describe current hydration and electrolyte consumption guidelines for physical activity	
4. Know how to estimate daily energy and nutrient requirements for clients with different goals	4.1 Define terms related to weight management 4.2 Describe methods to estimate calorie requirements 4.3 Describe safe and effective guidelines for the rate of fat loss achievable through diet modification and exercise 4.4 Critically compare guidelines for the rate of muscle gain achievable through diet modification and exercise to analyse safety and effectiveness 4.5 Describe energy needs for different activities/sports/fitness plans 4.6 Describe a range of legally available ergogenic aids	Terms related to weight management may include: <ul style="list-style-type: none"> • Calorie • Energy balance • Negative energy balance • Positive energy balance • Basal metabolic rate (BMR) • Thermic effect of food (TEF) • Thermic effect of physical activity (TEPA) • Non-exercise activity thermogenesis (NEAT) Ergogenic aids may include: <ul style="list-style-type: none"> • Sports drinks • Protein shakes • Caffeine

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
5. Know the risks of poor nutritional and lifestyle practices	5.1 Describe the signs, symptoms and risks of dehydration 5.2 Analyse the risks of diets that severely restrict energy intake 5.3 Analyse the risks of diets that contain high intakes of processed food products and few real foods 5.4 Evaluate the role of alcohol as a non-nutrient dietary source of energy 5.5 Evaluate the effects of caffeine on the body	
6. Know the nutritional considerations for specific client groups	6.1 Explain the relevant nutritional guidelines for specified medical conditions 6.2 Recognise the professional boundaries for a personal trainer with regard to providing nutritional information and advice 6.3 Recognise when to refer or signpost a client to a professional qualified to deal with specific nutritional and dietary requirements	Medical conditions may include: <ul style="list-style-type: none"> • Hypertension • Obesity • Cardiac pulmonary disease • Diabetes

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
7. Be able to analyse clients' dietary habits and identify areas for improvement	7.1 Use appropriate methods to collect nutritional information from clients with different goals 7.2 Use appropriate methods to analyse a client's nutritional information 7.3 Analyse a client's collected nutritional data to identify areas of improvement in line with current nutritional guidelines 7.4 Analyse a client's collected data to identify areas of improvement in line with their nutritional goals 7.5 Identify any potential barriers to change that a client may face 7.6 Suggest ways that a client can overcome their barriers 7.7 Identify how training will affect a client's nutritional requirements, including any recommendations related to a client's fitness goals 7.8 Identify reputable sources of information for providing nutritional guidance	Different goals may include: <ul style="list-style-type: none"> • Fat loss • Muscle gain • Preparing for an endurance event • Preparing for a strength and power event Clients' nutritional information must include: <ul style="list-style-type: none"> • Eating/drinking behaviours that are detrimental to health • Positive eating behaviours a client should continue • Hydration levels • Alcohol consumption • Processed food levels • Fruit and vegetable intake • Macronutrient levels
Assessment	Knowledge assessments Assignment Case Study	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
<p>1. Understand the role of the Personal Trainer in health promotion</p>	<p>1.1 Describe the concepts of physical activity, exercise and sport</p> <p>1.2 Describe the benefits of physical activity and the significance of these benefits in reducing disease risks</p> <p>1.3 Describe the current guidelines for health promotion, physical activity and wellness</p> <p>1.4 Describe the current guidelines for structured exercise and physical fitness</p> <p>1.5 Explain the exercise continuum for different levels of physical activity, including the relative benefits of each level</p> <p>1.6 Identify the agencies involved in promoting physical activity for health in the UK</p> <p>1.7 Describe the variables involved in the promotion of a healthy lifestyle</p>	<p>Benefits may include:</p> <ul style="list-style-type: none"> • Cardiovascular fitness • Muscular strength • Endurance • Flexibility-related <p>Variables involved may include:</p> <ul style="list-style-type: none"> • Nutrition • Sleep • Other opportunities for physical activity in everyday-life stress management • Avoidance of smoking • Excess sitting • Excess alcohol and drugs

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
2. Understand how to risk-stratify and when to refer clients with common medical conditions	2.1 Recognise risk stratification models used to assess risk 2.2 Describe how different conditions and pathophysiology are risk stratified, including contraindications for exercise 2.3 Recognise when clients need to be signposted to other professionals 2.4 Identify the reasons a client should be signposted to a medical or healthcare professional 2.5 Explain how signposting a client to other services can support lifestyle behaviour change 2.6 Recognise the professional boundaries for a personal trainer with regard to providing nutritional information and advice 2.7 Recognise when to refer or signpost a client to a professional qualified to deal with specific nutritional and dietary requirements	Risk stratification models may include: <ul style="list-style-type: none"> • The risk stratification pyramid • Irwin and Morgan risk stratification tool • Logic model • ACSM cardiovascular disease risk stratification model
3. Understand how lifestyle factors affect a client's health and wellbeing	3.1 Explain the components of health and wellbeing 3.2 Describe the factors that determine the success of a client when attempting to make a lifestyle behaviour change	Components of health and wellbeing must include: <ul style="list-style-type: none"> • Biological • Behavioural • Psychological • Social

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
4. Understand commonly occurring medical conditions and how they may impact a client's lifestyle	4.1 Identify the causes of specified medical conditions 4.2 Identify the progression of specified medical conditions 4.3 Identify the risk factors of specified medical conditions 4.4 Describe the clinical signs and symptoms of specified medical conditions 4.5 Describe the risks and benefits of exercise for specific medical conditions 4.6 Describe how specified medical conditions may impact a client's lifestyle 4.7 Describe considerations for exercise when dealing with comorbidities	Specified medical conditions may include: <ul style="list-style-type: none"> • Hypertension • Obesity • Cardiorespiratory disease • Diabetes Risks and benefits of exercise for specific medical conditions may include: <ul style="list-style-type: none"> • Exercise guidelines, restrictions and contraindications • Nutritional guidelines Clients' lifestyle may include: <ul style="list-style-type: none"> • Dietary modifications • Exercise contraindications • Ability to partake in physical activity
5. Be able to access reputable information and apply to ageing clients with low-risk medical conditions	5.1 Identify and justify reputable and applicable sources of information used to inform the programme design for ageing clients with low-risk medical conditions 5.2 Design and justify an appropriate warm-up component for an ageing client with low-risk medical conditions 5.3 Design and justify an appropriate main component for an ageing client with low-risk medical conditions 5.4 Design and justify an appropriate cool-down component for an ageing client with low-risk medical conditions 5.5 Identify and justify appropriate active daily living (ADL) advice for an ageing client with low-risk medical conditions	Low-risk medical conditions may include: <ul style="list-style-type: none"> • Hypertension • Obesity • Cardiorespiratory disease • Diabetes
Assessment	Knowledge assessment Assignment	

Unit 4 F/650/7778 **Level:** 3 **GLH:** 40 **TQT:** 60
Unit Title: Encouraging positive health and fitness behaviours

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
<p>1. Understand the importance of communication skills to effectively communicate and engage with clients</p>	<p>1.1 Describe the concept of client touch points within an organisation</p> <p>1.2 Explain the importance of positive client experiences at every touch point</p> <p>1.3 Outline the importance of effective communication skills for a personal trainer</p> <p>1.4 Explain how to create a positive impression of self</p> <p>1.5 Explain how you can get to know different clients</p> <p>1.6 Describe ways to build rapport with different clients</p> <p>1.7 Describe methods of initiating conversation with a client</p> <p>1.8 Explain how a personal trainer's communication skills can influence the quality of information offered by a client</p> <p>1.9 Explain how a personal trainer's communication skills can influence a client's programme success</p> <p>1.10 Explain how a personal trainer's communication style can influence a client's motivation and commitment to making lifestyle changes</p> <p>1.11 Explain how non-verbal communication influences consultation and programme outcomes</p> <p>1.12 Describe the types of action that clients will see as adding value to their experience</p> <p>1.13 Describe the behaviours that will make a client feel special</p>	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
2. Understand techniques used to effectively communicate and engage with clients	2.1 Describe the effective communication skills that can enhance a relationship between the personal trainer and their client 2.2 Explain the difference between open and closed questions 2.3 Describe the process of active listening 2.4 Describe how to use affirming statements 2.5 Describe how to use reflective statements effectively 2.6 Describe types of non-verbal communication 2.7 Explain how to adapt communication for a range of participant needs and types	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
3. Understand techniques used to support clients making lifestyle behaviour changes	3.1 Describe the stages of behavioural change 3.2 Identify techniques that can be used to determine a client's level of readiness to make a lifestyle change 3.3 Describe how techniques can be used to determine a client's level of readiness to make a lifestyle change 3.4 Explain different underlying motives for exercise and the concepts of internal and external motivation 3.5 Explain how processes can be used to support clients when making lifestyle behaviour changes 3.6 Explain how social support will influence the success of a client when attempting to make a lifestyle behaviour change 3.7 Explain how providing client education can support lifestyle behaviour change 3.8 Explain how signposting a client to other services can support lifestyle behaviour change 3.9 Identify techniques and models that can be used to help a client change their lifestyle behaviour 3.10 Describe techniques and models that can be used to help a client change their lifestyle behaviour	Processes may include: <ul style="list-style-type: none"> • Goal setting • Monitoring • Reviewing • Evaluating Techniques and models may include: <ul style="list-style-type: none"> • Transtheoretical model of behaviour change • COM-B model • The health belief model • Self-determination theory • Motivational interviewing
4. Understand how to create a positive environment that motivates and empowers clients to meet their desired goals	4.1 Explain how to create a positive environment that motivates and empowers clients to achieve their desired goals 4.2 Explain how the environment can have an effect on adherence to a behaviour change programme 4.3 Describe the environmental factors that can have a positive effect on adherence and achievement of goals	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
5. Know how to collect and interpret health screening and fitness assessment data	5.1 Identify a range of health screening measurements that can be conducted to inform programme design 5.2 Describe established protocols for health screening measurements 5.3 Interpret outcomes of health screening measurements and risk-stratify clients 5.4 Identify a range of fitness assessments that can be performed to evaluate client ability	Fitness assessments may include: <ul style="list-style-type: none"> • Cardiovascular assessments • Muscular strength and endurance assessments • Posture and flexibility assessments • Motor skill assessments
6. Be able to health screen clients	6.1 Use suitable tools (PARQ /risk stratification) to accurately determine if client is within scope of practice 6.2 Explain the outcome of health screening to the client and signposted the client to a medical or health-care professional if necessary	
7. Be able to carry out and analyse a range of applicable fitness assessments	7.1 Implement a fair and accurate process of informed consent prior to assessments and adequately explained the requirements and demands of the planned assessments 7.2 Follow the established protocols to safely, effectively and accurately carry out recognised health-based assessments 7.3 Follow the established protocols to safely, effectively and accurately carry out recognised fitness assessments 7.4 Explain health and fitness assessment findings to the client, allowing time for questions and providing full, accurate answers in a way that meets the needs of the client 7.5 Record and store all information and results appropriately with confidentiality and data requirements met	Fitness assessments must include: <ul style="list-style-type: none"> • Cardiovascular assessments • Muscular strength and endurance assessments • Posture and flexibility assessments • Motor skills assessments

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
<p>8. Be able to gather client information, set goals and action plan throughout the consultation</p>	<p>8.1 Determine a client's level of readiness to change</p> <p>8.2 Help the client to identify personal barriers in achieving their goals</p> <p>8.3 Use techniques to help the client identify possible ways to overcome barriers and maximise motivators</p> <p>8.4 Help the client to identify at least one specific lifestyle behaviour that they can change to achieve their health and fitness aspirations and explain how this/ these change/s will support them</p> <p>8.5 Design basic SMART (specific, measurable, achievable, realistic/relevant and time-bound) goals that address client requirements</p> <p>8.6 Signpost clients to relevant products or services that may increase their capability or opportunity to achieve their SMART goals</p> <p>8.7 Provide credible information to assist the client in understanding and achieving health and fitness goals</p>	<p>Client requirements may include:</p> <ul style="list-style-type: none"> • Needs • Current abilities • Wants • Motivators

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
9. Be able to effectively communicate with client throughout the consultation	9.1 Politely introduce themselves to the client and initiate conversation to create a positive impression 9.2 Utilise effective communication techniques to build a rapport and motivate the client, including active listening 9.3 Use open questions to encourage the client to respond with detailed answers 9.4 Use follow-up questions to encourage the client to elaborate on a response 9.5 Use reflective statements effectively 9.6 Implement a process of informed consent at appropriate points in the consultation, encouraging the client to ask questions 9.7 Demonstrate empathy when discussing lifestyle behaviours with the client 9.8 Record the key information collected from verbal discussions accurately without detracting noticeably from the conversation	
10. Be able to conclude the consultation	10.1 Explain the benefits of reviewing progress against SMART goals at regular intervals 10.2 Schedule a programme review date with the client for an appropriate date in the future 10.3 Explain the anticipated progress that can be expected for key measurements at the review 10.4 Check that the client is satisfied with the action plan that has been agreed 10.5 Agree a communication strategy to provide support between face-to-face personal training sessions	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
11. Be able to research, evaluate and recommend data-driven technology for clients	11.1 Research and evaluate current data-driven technological developments in health, fitness and exercise, to include the advantages and disadvantages to a client and a personal trainer 11.2 Describe how to maintain legal, ethical and professional standards when working with the chosen technology 11.3 Describe how to maintain privacy of client data when working with chosen technology 11.4 Choose a data driven technological development in health, fitness and exercise to recommend to a client 11.5 Explain how the technology will benefit the client and help them achieve their goals 11.6 Explain how the data from the technology will be used to enhance a client's programme	Technological developments may include: <ul style="list-style-type: none"> • Pedometers • Heart rate monitors • Mobile phone applications • Wearable technologies
12. Be able to implement, analyse and review the use of data driven technology for clients	12.1 Collate and provide evidence of implementation and data collection taking care not to infringe data laws/ requirements 12.2 Describe what conclusions to draw from the data 12.3 Explain how this could inform a clients' future performance or goals 12.4 Evaluate if the output from the technological aid helped in meeting a client's goals 12.5 Evaluate whether you would use the same method and technological aid again	Evidence may include: <ul style="list-style-type: none"> • Screenshots • Data downloads • Written statements • Photos
Assessment	Knowledge assessments Assignment Observation with questions	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
<p>1. Understand the principles of safe and effective personal training programme design</p>	<p>1.1 Describe the current evidence-based frequency, intensity, time and type (FITT) guidelines for safe exercise programme design for healthy adults</p> <p>1.2 Describe the methods of monitoring exercise intensity, including the benefits and limitations of each method</p> <p>1.3 Describe the principles of training</p> <p>1.4 Describe guidelines for programme design to minimise injury risk and optimise recovery between training sessions and enable physiological adaptation to occur</p> <p>1.5 Describe a range of training methods/techniques that can be used to meet the needs of clients with a range of goals and ability levels</p> <p>1.6 Explain how an exercise technique can be regressed, progressed or modified using a range of variables to ensure that it meets a client's needs and goals</p> <p>1.7 Explain how to select exercises, training protocols, equipment and environments that meet a client's goals, ability level and preferences</p> <p>1.8 Identify ways to observe and refine a client's technique and postural alignment to maximise movement efficiency and performance</p>	<p>Methods of monitoring exercise intensity may include:</p> <ul style="list-style-type: none"> • The Talk Test • Rate of perceived exertion (6 to 20 or 0 to 10) • Heart rate monitoring (age- related and heart rate reserve) <p>Principles of training may include:</p> <ul style="list-style-type: none"> • Specificity • Progressive overload • Reversibility • Adaptability • Individuality • Recovery time <p>Training methods/techniques may include:</p> <ul style="list-style-type: none"> • Muscular endurance techniques • Hypertrophy/strength techniques • Cardiovascular techniques • Functional techniques • Flexibility techniques

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
2. Understanding adaptations that occur as a consequence of training	2.1 Explain the importance of providing a proper dose response relationship according to the level of the individual 2.2 Describe the advantages and disadvantages of exercising at various intensities for clients of different abilities 2.3 Describe the signs and symptoms of excessive effort that would indicate the need for a change of intensity 2.4 Describe the continuum between muscular strength and muscular endurance and neuromuscular efficiency 2.5 Explain how muscular strength is influenced by the use of high resistance and low repetitions so that motor unit recruitment is maximised and contractile limits are reached 2.6 Explain how muscular endurance is enhanced by lower resistance loads and higher repetitions resulting in the build up of lactic acid and inducing inhibition of further muscle contraction 2.7 Explain how increased endurance capacity in muscles is developed between exercise sessions, leading to increased oxidative ability within muscles 2.8 Describe the repetition ranges for different types of resistance training 2.9 Describe the range of heart rate training zone models for developing aerobic and anaerobic capacity 2.10 Describe the effects of health-related physical activities	Clients of different abilities may include: <ul style="list-style-type: none"> • Sedentary (untrained) • Experienced (trained) • High Performers (well trained) Increased endurance capacity variables may include: <ul style="list-style-type: none"> • Increased numbers of mitochondria • Oxidative enzymes • Capillaries leading to increased oxidative ability within muscles Different types of resistance training may include: <ul style="list-style-type: none"> • Strength • Power • Endurance • Muscle hypertrophy Health-related physical activities may include: <ul style="list-style-type: none"> • Resistance training • Cardiorespiratory training • Range of motion training Methods of range of motion (flexibility) training may include: <ul style="list-style-type: none"> • Static • Ballistic • Dynamic • Proprioceptive neuromuscular techniques

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
	2.11 Describe the various methods of range of motion (flexibility) training and the advantages and disadvantages of each to facilitate increased range of motion 2.12 Explain the role of the muscle spindle cells and the Golgi tendon organs in these mechanisms 2.13 Describe the recognised guidelines for developing the different components of fitness, emphasising the distinction between activity for health and exercise for health and fitness, from evidence-based information	
3. Understand the principles of periodisation and how they can be used effectively to meet client goals and needs	3.1 Describe the principles and reasons for periodised programme design 3.2 Describe a range of periodised programme designs 3.3 Explain how to apply the principles of periodisation to programmes for a range of goals and client needs	Range of goals and client needs may include: <ul style="list-style-type: none"> • Health-related clients • General fitness clients • Fitness or sporting clients working towards an event • Hypertrophy or strength-related clients
4. Know how to safely and effectively integrate the use of alternative environments and online provision into personal training sessions	4.1 Describe the types of alternative environments that can be used for fitness training 4.2 Explain the benefits and disadvantages of alternative environments/methods 4.3 Identify the legal and regulatory requirements for health and safety specific to outdoor fitness training 4.4 Identify possible hazards and risks in outdoor fitness training environments 4.5 Describe how to manage identified risks in outdoor fitness training environments 4.6 Identify a range of exercise approaches suitable for outdoor fitness training	Types of alternative environments/methods may include: <ul style="list-style-type: none"> • Outdoor environment (face-to-face) • Outdoor environment (online) • Indoor environment (face-to-face) • Indoor environment (online)

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
5. Know the considerations for planning and delivering group personal training sessions	5.1 Describe a range of group personal training methods/session types 5.2 Explain the benefits and challenges of delivering group personal training sessions 5.3 Describe how to incorporate the use of a partner or group in personal training sessions 5.4 Explain how to apply safe session structure to group sessions 5.5 Describe health and safety based operational procedures that are key in planning and preparing group exercise sessions in an outdoor environment 5.6 Identify hazards and risk measures to minimise risk during outdoor group-based personal training sessions	
6. Be able to deliver a range of training techniques	6.1 Plan the techniques and assess the client's readiness to participate in the planned technique prior to this session 6.2 Choose appropriate workloads, recovery workloads and work-to-recovery timings for the client's goal(s), needs and abilities 6.3 Explain the technique protocol and key teaching points to the client correctly and in an appropriate manner 6.4 Follow the technique protocol accurately using suitable exercises and equipment 6.5 Respond appropriately to the client's feedback and own observations 6.6 Observe movement accurately and identify valid strategies to improve the client's exercise technique and movement quality using appropriate cues	Techniques must include: <ul style="list-style-type: none"> • Cardiovascular training techniques • Resistance training techniques • Flexibility techniques Cues may include: <ul style="list-style-type: none"> • Verbal • Visual • Kinesthetic Practical skills may include: <ul style="list-style-type: none"> • Demonstrations • Positive reinforcement • Correction • Feedback • Encouragement

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
	<p>6.7 Monitor intensity accurately using suitable method(s) and modify exercise variables to achieve target workloads</p> <p>6.8 Provide practical skills where necessary to maintain safe and effective client exercise technique</p> <p>6.9 Provide safe spotting and support, where necessary, during the technique</p> <p>6.10 Select an appropriate muscle group and stretch position for applying the technique</p> <p>6.11 Observe the client and adapt their technique to ensure good body alignment and stretching of the target muscle group(s)</p> <p>6.12 Request feedback from the client to ensure the stretch was sensed in the target area and was not causing discomfort or pain</p> <p>6.13 Provide feedback to the client on their performance and recorded session data in an appropriate format</p>	
<p>7. Be able to interpret and analyse information to plan progressive/periodised programmes</p>	<p>7.1 Analyse previously collected health and fitness data and information</p> <p>7.2 Perform calculations and risk-stratify the client correctly</p> <p>7.3 Complete the client profile and summarise the previously collected client information in a way that helped inform programme design</p>	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
<p>8. Be able to plan progressive/periodised programmes</p>	<p>8.1 Explain the periodised strategy</p> <p>8.2 Explain how programme variables were selected to meet the client's needs and goals</p> <p>8.3 Identify the client macrocycle/long-term goal/s</p> <p>8.4 Identify and split the macrocycle/long-term goals into mesocycles/phases of training using a periodised structure appropriate to the client's goals</p> <p>8.5 Indicate where the 12-week case study fits in relation to the mesocycles/phases of training, ensuring it crosses at least 2 phases/mesocycles</p> <p>8.6 Provide details for each weekly microcycle that demonstrates progression within the mesocycles and over the course of the 12-week planned programme</p> <p>8.7 Apply the principles of periodised programme design</p> <p>8.8 Plan appropriate exercise sessions for phases of the progressive/periodised programme</p> <p>8.9 Design each session plan with adequate and appropriate warm-up and cool-down activities for minimising injury risk and aiding recovery</p>	<p>Periodised strategy must include:</p> <ul style="list-style-type: none"> • How the strategy will progress the client towards goal achievement • How principles of periodisation have been applied <p>Client may include:</p> <ul style="list-style-type: none"> • Sedentary • Over-trained • A peak performer • Sports-specific performer <p>Programme variables must include:</p> <ul style="list-style-type: none"> • Exercises • Training protocols • Equipment • Environments <p>Client's goals may include:</p> <ul style="list-style-type: none"> • Health-related • General fitness • Fitness- or sporting-related working towards an event • Hypertrophy or strength-related <p>Details must include:</p> <ul style="list-style-type: none"> • Frequency • Intensity • Time • Type

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
		Principles may include: <ul style="list-style-type: none"> • Specificity • Progressive overload • Reversibility • Adaptability • Individuality • Recovery time
9. Be able to assess risk and apply adaptations and contingencies to progressive programmes	9.1 Plan an appropriate exercise session for the chosen alternative environment/method that maintains the goals and aims of the session 9.2 Design appropriate warm-up and cool-down activities in chosen alternative environment/method for minimising injury risk and aiding recovery 9.3 Identify possible hazards and risks for each of the categories 9.4 Identify health and safety requirements/ways to manage the identified risks for each of the categories	Types of alternative environments/methods may include: <ul style="list-style-type: none"> • Outdoor environment (face-to-face) • Outdoor environment (online) • Indoor environment (face-to-face) • Indoor environment (online) Categories must include: <ul style="list-style-type: none"> • Facility/environment • Equipment • Activities • Participants • Emergency procedures
10. Be able to prepare the client, the environment and self for personal training sessions	10.1 Assess the client's readiness to participate in the planned session 10.2 Explain the appropriate health and safety considerations to the client 10.3 Explain the physical and technical demands of the planned exercises and components 10.4 Gain client consent/agreement for the planned session	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
11. Be able to deliver personal training sessions	11.1 Observe the client's movement accurately and provide effective guidance to improve exercise technique and postural alignment 11.2 Use appropriate cues to correct the client's exercise technique and improve movement quality 11.3 Coach the client to perform exercises with correct technique and postural alignment 11.4 Positively reinforce correct exercise technique to build client self-efficacy 11.5 Coach safe and effective lifting, passing and spotting techniques that are appropriate 11.6 Adapt exercise complexity and intensity in response to monitoring observations to ensure safety and effectiveness 11.7 Provide modifications for exercise techniques to enable the client to perform all movements safely and effectively 11.8 Monitor the client's performance, responses and feedback to exercise relative to the intensity 11.9 Adapt the planned session content in response to the client's progress and feedback, and recorded changes accurately 11.10 Keep accurate records of exercise performance during the session to enable progress to be tracked over time 11.11 Use appropriate strategies and techniques during the session to enhance the client's motivation and commitment 11.12 Monitor the exercise environment to ensure the client's safety and comfort	Cues may include: <ul style="list-style-type: none"> • Verbal • Visual • Kinesthetic

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
12. Be able to review a personal training session	12.1 Provide motivational feedback on the client's performance and progress towards goals at the end of the session 12.2 Request feedback from the client about their satisfaction with the session, programme and overall personal training service 12.3 Request feedback from the client about specific ways in which the delivery of the personal training session could be improved	
13. Be able to reassess and monitor client progress, then adapt a progressive programme accordingly	13.1 Review client feedback covering progress, successes and challenges 13.2 Provide information on the client's progress, successes and challenges from a personal trainer's perspective 13.3 Reassess assessment/measurement and record result 13.4 Analyse results of assessment/measurement reassessment 13.5 Review the client's goals documenting changes and reasoning 13.6 Provide information on changes or adaptations required for the progressive programme 13.7 Provide information on changes or adaptations to lifestyle and nutritional guidance	Assessment/measurement to include: <ul style="list-style-type: none"> • Health-based assessment/measurement • Cardiovascular assessment • Muscular strength/endurance assessment • Posture/motor skill or flexibility assessment

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
14. Be able to self-evaluate personal training performance throughout a progressive programme	14.1 Describe ways in which coaching and communication skills met the client's needs 14.2 Describe ways in which coaching and communication skills could be improved to meet the client's needs 14.3 Identify areas that could have been done differently to improve the client experience 14.4 Identify actions to improve personal practice as a result of completing this case study	
Assessment	Knowledge assessment Observation and questioning Case study	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
1. Understand the legal and professional requirements for personal training	1.1 Identify the ethical requirements that are intrinsic to the Personal Trainer role as stated in the code of practice that applies to and is recognised in the UK 1.2 Describe the legal guidelines, scope of practice and professional responsibilities of a personal trainer 1.3 Explain the importance of professionalism for a personal trainer 1.4 Explain the standards expected of a personal trainer 1.5 Evaluate the consequences of employers, employees and self-employed persons not following the legal and professional requirements 1.6 Explain the implementation of the processes in active leisure 1.7 Describe the employee and independent contractor models	Processes in active leisure may include: <ul style="list-style-type: none"> • Labour law • Legal provisions on the protection of personal data • Tax law • Copyright law
2. Understand the requirements for a self-employed individual	2.1 Explain the requirements for the self-employed in the UK 2.2 Describe the insurance requirements for being a self-employed individual 2.3 Explain the demands of running a successful personal training business	Requirements for the self-employed may include: <ul style="list-style-type: none"> • Registration • Keeping business records • Completing applicable tax requirements/records • Paying applicable tax • Business expenses

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
3. Understand the legal and professional requirements for the management of personal information and records	3.1 Explain the legal requirements for the collection, usage, storage and disposal of personal information and records 3.2 Explain the importance of accurate and confidential record keeping 3.3 Explain the importance of maintaining standards when collecting, recording and using data from and on information technology (IT) applications 3.4 Evaluate the consequences of employers, employees and self-employed persons not following the legal and professional requirements	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
4. Understand marketing techniques and tactics	4.1 Define the term ‘marketing’ 4.2 Explain the role of marketing a personal training business 4.3 Identify the factors that influence marketing decisions 4.4 Explain the components of a marketing mix 4.5 Evaluate the advantages and disadvantages of common marketing methods or techniques for a personal training business 4.6 Explain the purpose of a marketing plan/strategy for a personal training business 4.7 Evaluate different methods of market research 4.8 Explain how to conduct market research for a personal training business 4.9 Describe methods of analysing results/data from market research activities 4.10 Explain the importance of setting goals for marketing performance 4.11 Explain the importance of personal characteristics and interpersonal skills when marketing self and the personal training business 4.12 Identify ways to positively promote self and the personal training business using a range of resources 4.13 Describe the potential damage of a negative digital profile	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
5. Understand how to close a sale	5.1 Explain the importance of building rapport and gaining commitment from prospective clients prior to closing a sale 5.2 Explain the importance of taking action to close a sale 5.3 Describe ways to gain commitment and close sales	
6. Understand how to set budgets and manage finances in a personal training business	6.1 Describe the purpose of an annual budget 6.2 Explain the purpose of income and expenditure budgeting 6.3 Give examples of typical business costs included in a budget 6.4 Explain the difference between direct and indirect costs 6.5 Describe the purpose of a balance sheet and profit and loss account 6.6 Describe the purpose of key performance indicators (KPIs) 6.7 Describe how additional services or products will benefit clients 6.8 Describe how clients' use of additional services or products will benefit a personal training business	
7. Understand how to monitor and interpret business data from a range of current information technology (IT) applications	7.1 Describe the process of gathering business data using a range of current information technology (IT) applications 7.2 Identify methods of monitoring business data from a range of current information technology (IT) applications 7.3 Explain how to interpret gathered business data from a range of current information technology (IT) applications	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
<p>8. Understand how information technology (IT) applications are used to support effective business planning and delivery</p>	<p>8.1 Identify current information technology (IT) applications that are used to support effective business planning and delivery</p> <p>8.2 Identify ways information technology (IT) applications can be used to support effective business planning and delivery</p> <p>8.3 Describe the risks and benefits of using information technology (IT) applications to support effective business planning and delivery</p> <p>8.4 Evaluate technologies that support effective business planning and delivery</p> <p>8.5 Explain the importance of a website in PT marketing</p> <p>8.6 Explain how to leverage blogs/vlogs and social media technology in PT marketing</p>	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
9. Be able to plan and strategise to develop a successful personal training business	9.1 Evaluate own strengths, weaknesses, opportunities and threats in relation to starting and running a personal training business 9.2 Identify personal development/continued professional development to address own strengths, weaknesses, opportunities and threats 9.3 Produce business aims and objectives 9.4 Identify unique selling points (USPs) 9.5 Set key performance indicators (KPIs)/milestones 9.6 Identify possible areas of risk and/or difficulty during the planning, preparation or launch stage of the business 9.7 Identify contingency plans to help manage risk and/or difficulty during the planning, preparation or launch stage of the business 9.8 Describe how to collect, use, store and dispose of information, ensuring legal requirements are met	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
<p>10. Be able to plan and strategise market research to run campaigns and develop additional products or services</p>	<p>10.1 Provide an overview of the key objectives for a marketing campaign</p> <p>10.2 Identify the target market for the marketing campaign</p> <p>10.3 Describe ways to gain and retain clients in a new Personal Training business</p> <p>10.4 Describe how a digital profile will be used to positively promote the business</p> <p>10.5 Identify the IT applications to be used to support business planning and delivery, how they will used, their benefits and risks</p> <p>10.6 List accurate direct business costs included in a budget and relate to the planning, preparation and launch of business</p> <p>10.7 List accurate indirect business costs included in a budget and relate to the planning, preparation and launch of business</p> <p>10.8 Plan regular review points to monitor and evaluate the personal training business in line with key performance indicators (KPIs)/milestones</p> <p>10.9 Identify a research question to develop some additional products or services including online products and services</p> <p>10.10 Evaluate methods of data collection to develop some additional products or services</p> <p>10.11 Select appropriate methods of data collection to develop some additional products or services</p> <p>10.12 Explain how to collect and test the data to develop some additional products or services</p>	
Assessment	<p>Knowledge assessments</p> <p>Assignment</p>	

Active IQ

Quorum Park
Q6 Benton Lane
Newcastle upon Tyne
NE12 8BT

T 01480 467 950
F 01480 456 283
info@activeiq.co.uk
www.activeiq.co.uk

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