



Qualification
Guidance

Level 3 Diploma in Fitness Instructing and Personal Training

Qualification
Accreditation Number:
600/4941/8
Version AIQ004229

Active iQ

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Active IQ Level 3 Diploma in Fitness Instructing and Personal Training

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Introduction

The Active IQ Diploma in Fitness Instructing and Personal Training is at level 3 on the Regulated Qualifications Framework (RQF). It also provides access onto The Register of Exercise Professionals (REPs) at level 3.

Guided learning hours:	346	Total qualification time:	520
Credits:	52	Minimum credit to be achieved at or above the level of the qualification:	28
Requirements other than the award of credit which needs to be met before the qualification is awarded:			None
Exemptions:			None

Entry requirements:

- Some experience of gym-based exercises, including free weights, is highly recommended
- The course requires physical exertion and individual participation is essential; therefore, a degree of physical fitness is necessary
- There is also 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:

- Adults (aged 16+) wishing to pursue a career in the health and fitness sector as gym-based fitness instructors and personal trainers
- Please note that 16 to 18 year-olds may need to be supervised in the workplace, once they have achieved the qualification

Aim:

- To train learners to a professionally competent level, enabling them to prescribe, plan and deliver safe and effective exercise programmes developing their skills knowledge to pursue a career in personal training

Objectives:

- To provide learners with the knowledge of anatomy and physiology, functional kinesiology and concepts and components of fitness
- To provide learners with the knowledge and skills to successfully gather and analyse client information using the most accepted techniques
- To provide learners with the knowledge and skills to assess a client's current health and fitness status
- To provide learners with the knowledge and skills to be able to plan and conduct a physical activity session, within a variety of environments using multiple resources
- To provide learners with the knowledge and skills to perform a client consultation using the most accepted methods and providing strategies for successful behaviour change

- To provide learners with the knowledge and skills to be able to communicate effectively to build successful relationships with their clients and other health care professionals
- To provide learners with the knowledge to be able to prepare for employment or to set up in business on a self-employed basis
- To provide learners with the knowledge and skills to be able to manage, evaluate and improve own performance
- To provide learners with the knowledge to be able to offer nutritional advice for physical activity based on clients' needs

Progression:

- This qualification provides progression to Level 3 NVQ Diploma in Personal Training for learners who wish to develop and demonstrate occupational competence in personal training
- Learners may also progress onto qualifications in related sectors, like Sports Massage, where they will be provided with the knowledge and skills to practice sports massage alongside personal training in the health club environment or own business
- Alternatively, learners may broaden their knowledge and skills by progressing onto qualifications mapping to additional branches of the Level 3 Standards, such as Exercise Referral and Leisure Management
- The qualification will provide knowledge and practical skills to enhance provision alongside other academic courses such as: National Diploma in Sports Studies, A-level PE and HND in Sport and Leisure

Links to National Occupational Standards:

There are direct links to the national occupational standards in

- Instructing Exercise and Fitness
- Instructing Physical Activity and Exercise

Tutors, Assessors and Internal Verifiers

Required Criteria

All Tutors, Assessors and 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 Continued Professional Development during the last two years

Tutors

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

The following are acceptable:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 3 Award in Education and Training
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
- Level 5 Diploma in Education and Training
- Certificate in Education

Assessor

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

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

Internal Verifier

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 or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or
- 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) are achieved.

UK LEVEL 3 (European Qualifications Framework EQF Level 4)

Occupational Descriptor

Occupational Title

Fitness Instructor/Personal Trainer

Occupational Description

A fitness instructor/personal trainer's role includes designing and implementing exercise programmes for a range of individual clients by collecting and analysing client information to ensure the effectiveness of personal exercise programmes. A personal trainer should also actively encourage potential clients/members to join and adhere to regular exercise programmes, employing appropriate motivational strategies to achieve this.

Occupational Roles

The personal trainer should be involved in:

1. Collecting information relating to individual clients
2. Carrying out fitness assessments to establish client fitness and skill level
3. Analysing information relating to individual clients
4. Identifying, agreeing and reviewing short, medium and long term goals to ensure the effectiveness of exercise programmes
5. Providing a range of exercise programmes in accordance with the needs of the clients by applying principles of exercise programming
6. Making best use of the environment in which clients are exercising
7. Providing clients with accurate information on the principles of nutrition and weight management
8. Developing and applying strategies to motivate clients to join and adhere to an exercise programme
9. Acting as a positive role model for all clients
10. Proactively interact and develop positive relationships with clients in order to facilitate client retention.
11. Promoting healthy activities and related strategies for daily living to clients/members
12. Keeping up-to-date with health and fitness industry developments to ensure high standards of programmes that meet client needs in the short, medium and long term goals
13. Making the appropriate decisions relating to clients and their programmes/goals and, where required, refer the client to a more appropriate professional
14. Working within the parameters given at Level 3, recognising the standards and professional limitations that this provides, referring to appropriate members of staff for guidance and support

Occupational Competence

L3 Personal Trainers should:

1. Be aware of their professional role boundaries as listed.
2. Give guidance to encourage special population clients* to follow the key safety guidelines and discourage them from anything deemed to be potentially hazardous/contraindicated to enable them to take part in sessions.

*Special population clients including:

- 14-16 year old young people
 - disabled people
 - older people (50+)
 - ante and postnatal women
3. Get advice from another appropriate professional if there are any objectives, physical activities or risks that fall outside their professional boundaries or that they do not feel competent to deal with and/or refer on to the appropriate person.

L3 Personal Trainers (who do not possess the appropriate special population qualification/s in older adults, ante/postnatal women and disabled people) should NOT:

1.
 - Be a specialist instructor in the area of special populations, or advertise as such
 - Instruct special population clients 1:1 or in groups on a regular or progressive basis
 - Plan a progressive, long-term special populations exercise or physical activity programme
 - Play any role in exercise or physical activity programming or monitoring in condition management on a 1:1 or group basis. (For this, a Level 3 Exercise Referral qualification is required and for certain conditions, where national occupational standards are in place, a Level 4 qualification).
2. Prescribe any form of exercise session or individual exercise that they have not been trained to deliver/teach effectively.
3. Instruct exercise in disciplines in which they are not qualified or where they do not hold appropriate endorsed training (e.g. a Level 2 fitness instructor should not 'cover' an ETM class or a spinning class if they do not hold the appropriate certificates).
4. Provide prescriptive nutritional advice or develop bespoke individualised nutrition plans for clients.

Active IQ Level 3 Diploma in Fitness Instructing and Personal Training

Qualification Structure

This qualification comprises of ten mandatory units

Unit		Unit accreditation number	Level	Credits
1.	Anatomy and physiology for exercise	H/600/9013	2	6
2.	Know how to support clients who take part in exercise and physical activity	M/600/9015	2	2
3.	Health, safety and welfare in a fitness environment	T/600/9016	2	2
4.	Principles of exercise, fitness and health	A/600/9017	2	4
5.	Planning gym-based exercise	F/600/9018	2	4
6.	Instructing gym-based exercise	A/600/9020	2	6
7.	Anatomy and physiology for exercise and health	A/600/9051	3	6
8.	Applying the principles of nutrition to a physical activity programme	L/600/9054	3	6
9.	Programming personal training with clients	F/600/9052	3	7
10.	Delivering personal training sessions	J/600/9053	3	9

Successful achievement of all ten mandatory units must be achieved for the full qualification.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the structure and function of the circulatory system	1.1 Identify the location of the heart 1.2 Describe the function of the heart 1.3 Describe the structure of the heart 1.4 Describe how blood moves through the four chambers of the heart 1.5 Describe systemic and pulmonary circulation 1.6 Describe the structure and functions of blood vessels 1.7 Define blood pressure 1.8 Identify blood pressure classifications
2. Understand the structure and function of the respiratory system	2.1 Identify the location of the lungs 2.2 Describe the function of the lungs 2.3 Describe the structure of the lungs 2.4 Identify the main muscles involved in breathing 2.5 Describe the passage of air through the respiratory tract 2.6 Describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs
3. Understand the structure and function of the skeleton	3.1 Describe the basic functions of the skeleton 3.2 Identify the structures of the axial skeleton 3.3 Identify the structures of the appendicular skeleton 3.4 Explain the classification of bones 3.5 Explain the structure of long bone 3.6 Explain the stages of bone growth 3.7 Describe posture in terms of: <ul style="list-style-type: none"> • curves of the spine • neutral spine alignment • potential ranges of motion of the spine • postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy
4. Understand joints in the skeleton	4.1 Describe the classification of joints 4.2 Describe the structure of synovial joints 4.3 Describe the types of synovial joints and their range of motion 4.4 Describe joint movement potential and joint actions

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Understand the muscular system	5.1 Identify the three types of muscle tissue 5.2 Define the characteristics and functions of the three types of muscle 5.3 Describe the basic structure of skeletal muscle 5.4 Name and locate the anterior skeletal muscles 5.5 Name and locate the posterior skeletal muscles 5.6 Describe the structure and function of the pelvic floor muscles 5.7 Describe the different types of muscle action 5.8 Identify the joint actions brought about by specific muscle groups 5.9 Identify skeletal muscle fibre types and their characteristics
6. Understand the life-course of the musculoskeletal system and its implications for special populations exercise	6.1 Describe the life-course of the musculoskeletal system, including relevant tendon, ligament, muscle, joint and bone mineral density changes, and their implications for exercise, plus specific implications for working with: <ul style="list-style-type: none"> • young people in the 14-16 age range • antenatal and postnatal women • older people (50 plus)
7. Understand energy systems and their relation to exercise	7.1 Describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate 7.2 Explain the use of the three energy systems during aerobic and anaerobic exercise
8. Understand the nervous system and its relation to exercise	8.1 Describe the role and functions of the nervous system 8.2 Describe the principles of muscle contraction 8.3 Describe the 'all or none law'/motor unit recruitment 8.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness
Assessment	Theory paper

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to form effective working relationships with clients	1.1 Explain why it's important to form effective working relationships with clients 1.2 Explain why it's important to present oneself and the organisation positively to clients 1.3 Describe how different communication skills can be used to assist clients with motivation 1.4 Explain the importance of valuing equality and diversity when working with clients
2. Understand how to address barriers to exercise/physical activity that clients experience	2.1 Identify the typical barriers to exercise/physical activity that clients experience 2.2 Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence 2.3 Describe different incentives and rewards that can strengthen clients' motivation and adherence 2.4 Describe different strategies that can help clients overcome typical barriers to exercise/physical activity
3. Understand how to support clients to adhere to exercise/physical activity	3.1 Explain why it is important for a client to take personal responsibility for their own fitness and motivation 3.2 Describe how to assist clients to develop their own strategy for motivation and adherence 3.3 Identify different behaviour change approaches/strategies to encourage adherence to exercise/physical activity 3.4 Describe how to set short, medium and long term SMART goals 3.5 Describe how to review and revise short, medium and long term SMART goals

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand how to provide ongoing customer service to clients	4.1 Explain the importance of client care both for the client and the organisation 4.2 Explain why it is important to deal with clients' needs to their satisfaction 4.3 Identify where to source relevant and appropriate information to meet clients' needs 4.4 Explain the importance of dealing with any delay in meeting clients' needs timely and effectively 4.5 Give examples of how to exceed customer expectations, when appropriate 4.6 Explain the importance of handling client complaints positively following an organisation's procedure
Assessment	Worksheet Client interview

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand emergency procedures in a fitness environment	1.1 Identify the types of emergencies that may occur in a fitness environment 1.2 Describe the roles that different staff and external services play during an emergency 1.3 Explain the importance of following emergency procedures calmly and correctly 1.4 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people
2. Understand health and safety requirements in a fitness environment	2.1 Outline why health and safety is important in a fitness environment 2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment 2.3 Describe Duty of Care and professional role boundaries in relation to special population groups 2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation 2.5 Describe the types of security procedures that may apply in a fitness environment 2.6 Describe the key health and safety documents that are relevant in a fitness environment
3. Understand how to control risks in a fitness environment	3.1 Identify possible hazards in a fitness environment, relating to: <ul style="list-style-type: none"> • facilities • equipment • working practices, including lifting and handling of equipment • client behaviour • security • hygiene 3.2 Describe how to risk assess the types of possible hazards in a fitness environment 3.3 Describe how to control risks associated with hazards in a fitness environment 3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand how to safeguard children and vulnerable adults	4.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults 4.2 Describe the responsibilities and limitations of a fitness instructor with regard to safeguarding children and vulnerable adults 4.3 Identify the types of abuse which an instructor may encounter: physical, emotional, neglect, bullying and sexual 4.4 Identify possible signs of abuse: physical, emotional, neglect, bullying and sexual 4.5 Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures 4.6 Describe the procedures to follow to protect oneself from accusations of abuse 4.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults 4.8 Explain when it may be necessary to contact statutory agencies 4.9 Describe how to maintain the confidentiality of information relating to possible abuse
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the effects of exercise on the body	1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training 1.2 Identify the short and long term effects of exercise on blood pressure 1.3 Describe the “blood pooling” effect following exercise 1.4 Describe the effects of exercise on bones and joints including the significance of weight-bearing exercise 1.5 Describe delayed onset of muscle soreness (DOMS) 1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness 1.7 Describe the short and long term effects of different types of exercise on muscle 1.8 Describe different exercises that can improve posture
2. Understand the components of fitness	2.1 Define the components of health-related fitness 2.2 Define the components of skill-related fitness 2.3 Identify the factors that affect health and skill-related fitness
3. Understand how to apply the principles and variables of fitness to an exercise programme	3.1 Describe the physiological implications of: <ul style="list-style-type: none"> • specificity • progressive overload • reversibility • adaptability • individuality • recovery time 3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type) 3.3 Explain the principles of a progressive training programme in developing components of fitness 3.4 Explain how to recognise when and how to regress a training programme 3.5 Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type) 3.6 Describe the effect of speed on posture, alignment and intensity

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.7 Describe the effect of levers, gravity and resistance on exercise 3.8 Describe the differences between programming exercise for physical fitness and for health benefits
4. Understand the exercise contraindications and key safety guidelines for special populations	4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus) 4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients 4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16) 4.4 Describe the key safety considerations for working with disabled people
5. Understand how to safely monitor exercise intensity	5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including: <ul style="list-style-type: none"> • the talk test • Rate of Perceived Exertion (RPE) • heart rate monitoring and the use of different heart rate zones
6. Understand the health benefits of physical activity	6.1 Describe the health benefits of physical activity 6.2 Describe the effect of physical activity on the causes of certain diseases including: <ul style="list-style-type: none"> • Coronary Heart Disease • Some cancers • Type 2 Diabetes • Hypertension • Obesity • Osteoporosis
7. Understand the importance of healthy eating	7.1 Describe the national food model/guide 7.2 Describe key healthy eating advice that underpins a healthy diet 7.3 Explain the importance of adequate hydration 7.4 Explain professional role boundaries in relation to offering nutritional advice 7.5 Explain the dietary role of the key nutrients 7.6 Identify the common dietary sources of the key nutrients 7.7 Describe the energy balance equation 7.8 Explain the health risks of poor nutrition
Assessment	Theory paper

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to collect client information to plan gym-based exercise	1.1 Explain the process of informed consent 1.2 Describe different methods to collect client information, including: <ul style="list-style-type: none"> • questionnaire • interview • observation • physical measurements 1.3 Describe how to determine which method/s of collecting information are appropriate according to the individual 1.4 Explain the principles of screening clients prior to exercise to include the use of the physical activity readiness questionnaire (PAR-Q)
2. Understand how to use client information to plan gym-based exercise	2.1 Describe the factors, based on client screening, which may affect safe exercise participation 2.2 Identify the reasons for temporary deferral of exercise 2.3 Explain the reasons for referring clients to other professionals
3. Understand how to plan gym-based exercise with clients	3.1 Explain why it is important to agree goals and objectives with clients 3.2 Identify a range of exercises for individual clients to develop: <ul style="list-style-type: none"> • cardio-vascular fitness • muscular fitness • flexibility • motor skills 3.3 Identify a range of cardiovascular and resistance machines, and their uses 3.4 Identify a range of cardiovascular and resistance machines, and their uses 3.5 Describe how to plan gym-based exercise using circuit formats
4. Be able to collect and use client information to plan a gym-based exercise programme	4.1 Use appropriate methods to collect information to enable clients to participate 4.2 Check the information is accurate and up-to-date 4.3 Identify client needs and potential, and any possible risks from participation 4.4 Maintain client confidentiality

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Be able to plan a safe and effective gym-based exercise programme with clients	5.1 Agree objectives with clients appropriate to: <ul style="list-style-type: none"> • their needs and potential • accepted good practice in the industry • own level of competence 5.2 Select gym-based exercises that will help clients to develop: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • flexibility • motor skills 5.3 Plan how to minimise any risks relevant to the programme 5.4 Plan realistic timings and sequences for exercise 5.5 Record programme plans in an appropriate format
Assessment	Client Interview Programme Card 4 Session Plans Professional Discussion or Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to provide gym-based exercise	1.1 Identify safe and effective alignment for a range of gym-based exercise positions to cover use of: <ul style="list-style-type: none"> • cardio-vascular machines • resistance machines • free weights 1.2 Identify different methods of adapting a gym-based exercise programme to ensure appropriate progression and/or regression 1.3 Describe how to develop client co-ordination by building exercises/movements up gradually 1.4 Describe the principles of behaviour management for group inductions
2. Be able to prepare self and equipment for gym-based exercise	2.1 Prepare self to supervise gym-based exercise 2.2 Select equipment for gym-based programmes as appropriate to client needs 2.3 Prepare the environment and equipment as appropriate to client needs
3. Be able to prepare clients for gym-based exercise	3.1 Help clients feel welcome and at ease 3.2 Explain the purpose and value of the exercises, including warm-up and cool-down 3.3 Describe the exercises, including their physical and technical demands 3.4 Confirm or revise plans with clients as appropriate 3.5 Advise clients of the facility's emergency procedures 3.6 Use warm up activities that are safe and effective for the clients
4. Be able to instruct gym-based exercise	4.1 Give explanations and demonstrations that are technically correct (with safe and effective alignment of exercise positions) 4.2 Communicate as appropriate to client needs and the environment
5. Be able to supervise clients undertaking gym-based exercise	5.1 Adopt appropriate positions to observe clients and respond to their needs 5.2 Monitor the safety and intensity of exercise 5.3 Provide feedback and instructing points which are timely, clear and motivational 5.4 Adapt exercises with suitable progressions and regressions according to client needs

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Be able to bring a gym-based exercise session to an end	6.1 Allow sufficient time to end the session according to clients' level of experience 6.2 Use cool down activities that are safe and effective for the clients 6.3 Give the clients an accurate summary of feedback on the session 6.4 Give the clients the opportunity to: <ul style="list-style-type: none"> • reflect on the session • ask questions • provide feedback • identify further needs 6.5 Make sure the clients understand how to continue their programme of gym-based exercise without direct supervision 6.6 Leave the environment in a condition acceptable for future use
7. Be able to reflect on providing gym-based exercise	7.1 Review the outcomes of working with clients and client feedback 7.2 Identify: <ul style="list-style-type: none"> • how well the exercises met client needs • how effective and motivational the relationship with the client was • how well the instructing style matched the clients' needs 7.3 Identify how to improve personal practice 7.4 Explain the value of reflective practice
8. Be able to support clients taking part in gym-based exercise	8.1 Present a positive image of self and organisation to clients 8.2 Establish an effective working relationship with clients 8.3 Communicate with clients in a way that makes them feel valued 8.4 Use motivational styles appropriate to the client and the exercise format
Assessment	Formative observed session Summative observed session Session self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the heart and circulatory system and its relation to exercise and health	1.1 Explain the function of the heart valves 1.2 Describe coronary circulation 1.3 Explain the effect of disease processes on the structure and function of blood vessels 1.4 Explain the short and long term effects of exercise on blood pressure, including the valsalva effect 1.5 Explain the cardiovascular benefits and risks of endurance aerobic training 1.6 Define blood pressure classifications and associated health risks
2. Understand the musculoskeletal system and its relation to exercise	2.1 Explain the cellular structure of muscle fibres 2.2 Describe the sliding filament theory 2.3 Explain the effects of different types of exercises on muscle fibre type 2.4 Identify and locate the muscle attachment sites for the major muscles of the body 2.5 Name, locate and explain the function of skeletal muscle involved in physical activity 2.6 Identify the anatomical axis and planes with regard to joint actions and different exercises 2.7 Explain the joint actions brought about by specific muscle group contractions 2.8 Describe joints/joint structure with regard to range of motion/movement and injury risk 2.9 Describe joint movement potential and joint actions 2.10 Describe the structure of the pelvic girdle and associated muscles and ligaments

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand postural and core stability	3.1 Describe the structure and function of the stabilising ligaments and muscles of the spine 3.2 Describe local muscle changes that can take place due to insufficient stabilisation 3.3 Explain the potential effects of abdominal adiposity and poor posture on movement efficiency 3.4 Explain the potential problems that can occur as a result of postural deviations 3.5 Explain the impact of core stabilisation exercise and the potential for injury/aggravation of problems 3.6 Explain the benefits, risks and applications of the following types of stretching: <ul style="list-style-type: none"> • static (passive and active) • dynamic • proprioceptive Neuromuscular Facilitation
4. Understand the nervous system and its relation to exercise	4.1 Describe the specific roles of: <ul style="list-style-type: none"> • the central nervous system (CNS) • the peripheral nervous system (PNS) including somatic and autonomic systems 4.2 Describe nervous control and transmission of a nervous impulse 4.3 Describe the structure and function of a neuron 4.4 Explain the role of a motor unit 4.5 Explain the process of motor unit recruitment and the significance of a motor unit's size and number of muscle fibres 4.6 Explain the function of muscle proprioceptors and the stretch reflex 4.7 Explain reciprocal inhibition and its relevance to exercise 4.8 Explain the neuromuscular adaptations associated with exercise/training 4.9 Explain the benefits of improved neuromuscular coordination/efficiency to exercise performance
5. Understand the endocrine system and its relation to exercise and health	5.1 Describe the functions of the endocrine system 5.2 Identify the major glands in the endocrine system 5.3 Explain the function of hormones including: <ul style="list-style-type: none"> • growth hormone • thyroid hormones • corticosteroids • catecholamines • insulin • glucagon

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand energy systems and their relation to exercise	6.1 Identify the contribution of energy according to: <ul style="list-style-type: none"> • duration of exercise/activity being performed • type of exercise/activity being performed • intensity of exercise/activity being performed 6.2 Identify the by-products of the three energy systems and their significance in muscle fatigue 6.3 Describe the effect of endurance training/advanced training methods on the use of fuel for exercise
Assessment	Theory paper

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the principles of nutrition</p>	<p>1.1 Describe the structure and function of the digestive system</p> <p>1.2 Explain the meaning of key nutritional terms including:</p> <ul style="list-style-type: none"> • diet • healthy eating • nutrition • balanced diet <p>1.3 Describe the function and metabolism of:</p> <ul style="list-style-type: none"> • macro nutrients • micro nutrients <p>1.4 Explain the main food groups and the nutrients they contribute to the diet</p> <p>1.5 Identify the calorific value of nutrients</p> <p>1.6 Explain the common terminology used in nutrition including:</p> <ul style="list-style-type: none"> • UK dietary reference values (DRV) • recommended daily allowance (RDA) • recommended daily intake (RDI) • glycaemic Index <p>1.7 Interpret food labelling information</p> <p>1.8 Explain the significance of healthy food preparation</p> <p>1.9 Explain the relationship between nutrition, physical activity, body composition and health including:</p> <ul style="list-style-type: none"> • links to disease / disease risk factors • cholesterol • types of fat in the diet

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand key guidelines in relation to nutrition	2.1 Identify the range of professionals and professional bodies involved in the area of nutrition 2.2 Explain key healthy eating advice that underpins a healthy diet 2.3 Describe the nutritional principles and key features of the National food model/guide 2.4 Define portion sizes in the context of the National food model/guide 2.5 Explain how to access reliable sources of nutritional information 2.6 Distinguish between evidence-based knowledge versus the unsubstantiated marketing claims of suppliers
3. Understand nationally recommended practice in relation to providing nutritional advice	3.1 Explain professional role boundaries with regard to offering nutritional advice to clients 3.2 Explain the importance of communicating health risks associated with weight loss fads and popular diets to clients 3.3 Evaluate the potential health and performance implications of severe energy restriction, weight loss and weight gain 3.4 Identify clients at risk of nutritional deficiencies 3.5 Explain how cultural and religious dietary practices can influence nutritional advice 3.6 Describe safety, effectiveness and contraindications relating to protein and vitamin supplementation 3.7 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a Registered Dietician
4. Understand the relationship between nutrition and physical activity	4.1 Define the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic energy production 4.2 Explain the components of energy expenditure and the energy balance equation 4.3 Explain how to calculate an estimate of Basal Metabolic Rate (BMR) 4.4 Explain how to estimate energy requirements based on physical activity levels and other relevant factors 4.5 Identify energy expenditure for different physical activities 4.6 Evaluate the nutritional requirements and hydration needs of clients engaged in physical activity

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Understand how to collect information relating to nutrition	5.1 Explain why it is important to obtain clients' informed consent before collecting nutritional information 5.2 Describe the information that needs to be collected to offer nutritional advice to clients 5.3 Explain the legal and ethical implications of collecting nutritional information 5.4 Describe different formats for recording nutritional information 5.5 Explain why confidentiality is important when collecting nutritional information 5.6 Describe issues that may be sensitive when collecting nutritional information 5.7 Explain different methods that can be used to measure body composition and health risk in relation to weight
6. Understand how to use nutritional information	6.1 Describe basic dietary assessment methods 6.2 Explain how to analyse and interpret collected information so that clients' needs and nutritional goals can be identified with reference to the National food model/guide recommendations 6.3 Describe how to interpret information gained from methods used to assess body composition and health risk in relation to weight 6.4 Explain how to sensitively divulge collected information and 'results' to clients 6.5 Explain how to recognise the signs and symptoms of disordered eating and healthy eating patterns 6.6 Describe the key features of the industry guidance note on 'Managing users with suspected eating disorders' 6.7 Explain the circumstances in which a client should be recommended to visit their GP about the possibility of referral to a Registered Dietician
7. Understand the principles of nutritional goal setting with clients	7.1 Explain how to apply the principles of goal setting when offering nutritional advice 7.2 Explain how to translate nutritional goals into basic healthy eating advice that reflects current National guidelines 7.3 Explain when people other than the client should be involved in nutritional goal setting 7.4 Define which other people could be involved in nutritional goal setting 7.5 Identify the barriers which may prevent clients achieving their nutritional goals 7.6 Explain how to apply basic motivational strategies to encourage healthy eating and prevent non-compliance or relapse 7.7 Explain the need for reappraisal of clients' body composition and other relevant health parameters at agreed stages of the programme

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Be able to collect and analyse nutritional information	8.1 Collect information needed to provide clients with appropriate healthy eating advice 8.2 Record information about clients and their nutritional goals in an approved format 8.3 Analyse collected information including nutritional needs and preferences in relation to the clients current status and nutritional goals
9. Be able to apply the principles of nutrition to a physical activity programme	9.1 Access and make use of credible sources of educational information and advice in establishing nutritional goals with clients 9.2 Design and agree nutritional goals that are compatible with the analysis, accepted good practice and national guidelines 9.3 Ensure that the nutritional goals support and integrate with other programme components 9.4 Agree review points with the clients 9.5 Review the clients' understanding of how to follow the nutritional advice as part of their physical activity programme 9.6 Monitor, evaluate and review the clients' progress towards their nutritional goals
Assessment	Theory paper Case study

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand how to prepare personal training programmes</p>	<p>1.1 Describe the range of resources required to deliver a personal training programme, including:</p> <ul style="list-style-type: none"> • environment for the session • portable equipment • fixed equipment <p>1.2 Explain how to work in environments that are not specifically designed for exercise/physical activity</p>
<p>2. Understand the importance of long term behaviour change for personal training</p>	<p>2.1 Explain why it is important for clients to understand the advantages of personal training</p> <p>2.2 Explain why it is important for a personal trainer to work together with clients to agree goals, objectives, programmes and adaptations</p> <p>2.3 Explain the importance of long-term behaviour change in developing client fitness</p> <p>2.4 Explain how to ensure clients commit themselves to long-term change</p>
<p>3. Understand the principles of collecting information to plan a personal training programme</p>	<p>3.1 Explain the principles of informed consent</p> <p>3.2 Explain why informed consent should be obtained before collecting information for a personal training programme</p> <p>3.3 Summarise the client information that should be collected when designing a personal training programme to include:</p> <ul style="list-style-type: none"> • personal goals • lifestyle • medical history • physical activity history • physical activity likes and dislikes • motivation and barriers to participation • current fitness level • stage of readiness • posture and alignment • functional ability <p>3.4 Explain how to select the most appropriate methods of collecting client information according to client need</p> <p>3.5 Explain the legal and ethical implications of collecting client information, including confidentiality</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand how to screen clients prior to a personal training programme	4.1 Explain how to interpret information collected from the client in order to identify client needs and goals 4.2 Explain how to analyse client responses to the Physical Activity Readiness Questionnaire (PAR-Q) 4.3 Describe the types of medical conditions that will prevent personal trainers from working with a client unless they have specialist training and qualifications 4.4 Explain how and when personal trainers should refer clients to another professional
5. Understand how to identify personal training goals with clients	5.1 Explain how to identify clients' short, medium and long term goals to include: <ul style="list-style-type: none"> • general health and fitness • physiological • psychological • lifestyle • social • functional ability 5.2 Identify when personal trainers should involve others, apart from their clients, in goal setting 5.3 Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a personal training programme
6. Understand how to plan a personal training programme with clients	6.1 Identify credible sources of guidelines on programme design and safe exercise 6.2 Summarise the key principles of designing programmes to achieve short, medium and long term goals, including the order and structure of sessions 6.3 Describe a range of safe and effective exercises/physical activities to develop: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • flexibility • motor skills • core stability 6.4 Explain how to include physical activities as part of the client's lifestyle to complement exercise sessions 6.5 Explain how to design programmes that can be run in environments not designed specifically for exercise 6.6 Identify when it might be appropriate to share the programme with other professionals

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Understand how to adapt a personal training programme with clients	7.1 Explain how the principles of training can be used to adapt the programme where: <ul style="list-style-type: none"> • goals are not being achieved • new goals have been identified 7.2 Describe the different training systems and their use in providing variety and in ensuring programmes remain effective 7.3 Explain why it is important to keep accurate records of changes and the reasons for change
8. Be able to collect information about clients	8.1 Establish a rapport with the client 8.2 Explain own role and responsibilities to clients 8.3 Collect the information needed to plan a programme using appropriate methods, to include physical/fitness assessments 8.4 Show sensitivity and empathy to clients and the information they provide 8.5 Record the information using appropriate formats in a way that will aid analysis 8.6 Treat confidential information correctly
9. Be able to agree goals with clients	9.1 Work with clients to agree short, medium and long-term goals appropriate to their needs 9.2 Ensure the goals are: <ul style="list-style-type: none"> • specific, measurable, achievable, realistic and time bound • consistent with industry good practice 9.3 Agree with clients their needs and readiness to participate
10. Be able to plan a personal training programme with clients	10.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are: <ul style="list-style-type: none"> • appropriate to clients' goals and level of fitness • consistent with accepted good practice 10.2 Ensure the components of fitness are built into the programme 10.3 Apply the principles of training to help clients to achieve short, medium and long term goals 10.4 Agree the demands of the programme with clients 10.5 Agree a timetable of sessions with clients 10.6 Agree appropriate evaluation methods and review dates 10.7 Identify the resources needed for the programme, including the use of environments not designed for exercise 10.8 Record plans in a format that will help clients and others involved to implement the programme 10.9 Agree how to maintain contact with the client between sessions

Learning outcomes The learner will:	Assessment criteria The learner can:
11. Be able to manage a personal training programme	11.1 Monitor effective integration of all programme exercises/ physical activities and sessions 11.2 Provide alternatives to the programmed exercises/ physical activities if clients cannot take part as planned 11.3 Monitor clients' progress using appropriate methods
12. Be able to review progress with clients	12.1 Explain the purpose of review to clients 12.2 Review short, medium and long term goals with clients at agreed points in the programme, taking into account any changes in circumstances 12.3 Encourage clients to give their own views on progress 12.4 Use suitable methods of evaluation that will help to review client progress against goals and initial baseline data 12.5 Give feedback to clients during their review that is likely to strengthen their motivation and adherence 12.6 Agree review outcomes with clients 12.7 Keep an accurate record of reviews and their outcome
13. Be able to adapt a personal training programme with clients	13.1 Identify goals and exercises/physical activities that need to be redefined or adapted 13.2 Agree adaptations, progressions or regressions to meet clients' needs to optimise achievement 13.3 Identify and agree any changes to resources and environments with the client 13.4 Introduce adaptations in a way that is appropriate to clients and their needs 13.5 Record changes to programme plans to take account of adaptations 13.6 Monitor the effectiveness of adaptations and update the programme as necessary
Assessment	Case study Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand how to instruct exercise during personal training sessions</p>	<p>1.1 Explain the importance of non-verbal communication when instructing clients</p> <p>1.2 Describe how to adapt communication to meet clients' needs</p> <p>1.3 Evaluate different methods of maintaining clients' motivation, especially when clients are finding exercises difficult</p> <p>1.4 Explain the importance of correcting client technique</p>
<p>2. Understand how to adapt exercise to meet client needs during personal training sessions</p>	<p>2.1 Explain why it is important to monitor individual progress especially if more than one client is involved in the session</p> <p>2.2 Describe different methods of monitoring clients' progress during exercise</p> <p>2.3 Explain when it may be necessary to adapt planned exercises to meet clients' needs</p> <p>2.4 Explain how to adapt exercise/exercise positions as appropriate to individual clients and conditions</p> <p>2.5 Explain how to modify the intensity of exercise according to the needs and response of the client</p>
<p>3. Understand how to review personal training sessions with clients</p>	<p>3.1 Explain why personal trainers should give clients feedback on their performance during a session</p> <p>3.2 Explain why clients should be given the opportunity to ask questions, provide feedback and discuss their performance</p> <p>3.3 Explain how to give clients feedback on their performance in a way that is accurate but maintains client motivation and commitment</p> <p>3.4 Explain why clients need to see their progress against objectives in terms of their overall goals and programme</p> <p>3.5 Explain why clients need information about future exercise and physical activity, both supervised and unsupervised</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to plan and prepare personal training sessions	4.1 Plan a range of exercises/physical activities to help clients achieve their objectives and goals, covering: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • flexibility • motor skills • core stability 4.2 Identify, obtain and prepare the resources needed for planned exercises/physical activities, improvising safely where necessary
5. Be able to prepare clients for personal training sessions	5.1 Help clients feel at ease in the exercise environment 5.2 Explain the planned objectives and exercises/physical activities to clients 5.3 Explain to clients how objectives and exercises/physical activities support their goals 5.4 Explain the physical and technical demands of the planned exercises/physical activities to clients 5.5 Explain to clients how planned exercise/physical activity can be progressed or regressed to meet their goals 5.6 Assess clients' state of readiness and motivation to take part in the planned exercises/physical activities 5.7 Negotiate and agree with clients any changes to the planned exercises/physical activities that: <ul style="list-style-type: none"> • meet their goals and preferences • enable them to maintain progress 5.8 Record changes to clients plans
6. Be able to instruct and adapt planned exercises	6.1 Use motivational styles that: <ul style="list-style-type: none"> • are appropriate to the clients • are consistent with accepted good practice 6.2 Explain the purpose and value of a warm-up to clients 6.3 Provide warm-ups appropriate to the clients, planned exercise and the environment 6.4 Make best use of the environment in which clients are exercising 6.5 Provide instructions, explanations and demonstrations that are technically correct, safe and effective 6.6 Adapt verbal and non-verbal communication methods to make sure clients understand what is required 6.7 Ensure clients can carry out the exercises safely on their own 6.8 Analyse clients' performance, providing positive reinforcement throughout 6.9 Correct techniques at appropriate points 6.10 Progress or regress exercises according to clients' performance

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Be able to bring exercise sessions to an end	7.1 Allow sufficient time for the closing phase of the session 7.2 Explain the purpose and value of cool-down activities to clients 7.3 Select cool-down activities according to the type and intensity of physical exercise and client needs and condition 7.4 Provide clients with feedback and positive reinforcement 7.5 Explain to clients how their progress links to their goals 7.6 Leave the environment in a condition suitable for future use
8. Be able to reflect on providing personal training sessions	8.1 Review the outcomes of working with clients including their feedback 8.2 Identify: <ul style="list-style-type: none"> • how well the sessions met clients' goals • how effective and motivational the relationship with the client was • how well the instructing styles matched the clients' needs 8.3 Identify how to improve personal practice 8.4 Explain the value of reflective practice
Assessment	Summative observed session Session self-evaluation

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